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ABSTRACT

This resource book is addressed to people responsible for preparing Demonstration and Research Center for Early Education (DARCEE) teachers of preschool children. The book offers suggestions that will enable DARCEE teacher trainers to avoid some of the pitfalls into which other trainers have stumbled, and it offers a number of suggestions that will make their work more productive. For an understanding of the training sessions, it is advisable to read "The DARCEE Teacher's Guide" in conjunction with this book. The primary focus of the book is to provide objectives and procedures that a trainer might use in teaching DARCEE teachers. The book deals with three basic kinds of training: preservice; observation-feedback visits; and inservice. The first chapter defines DARCEE, traces its history, and discusses the DARCEE trainer and training program. The next chapter describes how to establish an effective preservice training session and schedule a preservice training workshop. The next two chapters discuss observation feedback visits and inservice training. Three appendixes constitute the majority of the book. Appendix A outlines in detail 12 lessons for preservice training. An overview, objectives, strategies, and list of materials used are discussed in each lesson. Lessons cover such topics as teacher, positive reinforcement, skill development, and attitude development. Appendix B correlates the special materials needed for the lessons in Appendix A. Appendix C contains recommended observation and feedback report form. (SK)

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A GUIDE FOR TRAINERS OF DARCEE TEACHERS

(Preschool Series)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A GUIDE FOR TRAINERS OF DARCEE TEACHERS

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TABLE OF CONTENTS

Chapter		Page
1	INTRODUCTION	1
	What is DARCEE?	2
	Now, What About the DARCEE Program?	3
	The DARCEE Trainer	8
	The DARCEE Training Program	13
2	THE PRESERVICE TRAINING PROGRAM	17
	Setting the Stage for an Effective Preservice Session	17
	A Schedule for the Preservice Training	25
3	OBSERVATION-FEEDBACK VISITS	29
4	INSERVICE TRAINING	35
5	SOME CLOSING REMARKS	41
Appendix		
A	LESSONS FOR PRESERVICE TRAINING	45
	Lesson 1. Introduction--Orientation	47
	Lesson 2. Grouping, Organization and Use of Time, Physical Setting	61
	Lesson 3. The Role of the Teacher	69
	Lesson 4. Teacher Preparation	73
	Lesson 5. Positive Reinforcement	77
	Lesson 6. Skill Development	81
	Lesson 7. Materials Use and Selection	85
	Lesson 8. Attitude Development	89
	Lesson 9. Unit Approach	93

Appendix		Page
A	LESSONS FOR PRESERVICE TRAINING (Continued)	
	Lesson 10A. Observation and Participation in a DARCEE Classroom	97
	Lesson 10B. Materials Development	103
	Lesson 11. Parent Involvement	107
	Lesson 12. Long-Range Planning.	111
B	SPECIAL MATERIALS NEEDED FOR PRESERVICE TRAINING	115
	Lesson 2	117
	Lesson 3	141
	Lesson 4	149
	Lesson 5	153
	Lesson 7	157
	Lesson 8 (Option 1).	167
	Lesson 10A	173
	Lesson 10B	177
	Lesson 11	187
C	OBSERVATION/FEEDBACK REPORT.	193

Chapter 1

INTRODUCTION

To become a competent DARCEE teacher is to gain the ability to help preschool children feel pride in what they can do, enjoy school-like activities, and become more able to understand and respond to information from their environment. This book is addressed to you who will be working toward the preparation of effective DARCEE teachers. Just as the tasks DARCEE teachers have to perform are complex, so will be your tasks as DARCEE teacher trainer, for you must not only be fully familiar with the DARCEE program and able to communicate its features to people with varying degrees of professional training, you must also be able to diagnose and respond to problems that teaching teams are having, some of which are extremely complex. No book, this one included, can possibly offer solutions to all of the problems that you will face. Our modest hope is that it will at least offer suggestions that will enable you to avoid some of the pitfalls into which trainers have stumbled and that it will offer a number of suggestions that will make your work more productive.

This resource book does not provide you with all of the information that you will need as a DARCEE trainer and resource person. Its primary focus is on providing objectives and procedures that you might consider using. For an understanding of the content of the training session we urge you to examine carefully The DARCEE Teacher's Guide.

This book deals with three kinds of training: preservice training, observation-feedback visits, and inservice training. It is not

assumed that your situation will be identical to the ones encountered previously by DARCEE trainers. Adaptations and revised strategies will most certainly be necessary. We hope that with a thorough understanding of the program and general training procedures, you will see possibilities for adaptation and revision and you will be able to create effective strategies within the framework of the DARCEE program.

Perhaps we should begin with a brief review of the program, its history and purpose. First of all, let's answer the question, "What is DARCEE?"

What is DARCEE?

The DARCEE preschool program is the direct result of research conducted by Dr. Susan Gray and Dr. Rupert Klaus at the Demonstration and Research Center for Early Education (DARCEE) located on the campus of George Peabody College. This research, known as The Early Training Project, was an attempt to prevent the progressive educational retardation which is often said to characterize "disadvantaged" children. From this work grew several assumptions upon which the present DARCEE classroom program rests. These assumptions might also apply to "advantaged" as well as "disadvantaged" children.

First, poorly developed skills and negative attitudes toward school can lead to early school difficulties and serious problems, sometimes characterized by a slipping further and further behind as the years go by.

Second, necessary skills and helpful attitudes may be developed through a carefully sequenced curriculum, a low teacher-pupil ratio, and a positive approach to behavior management and attitude development on the part of the teachers.

Third, the attainment of necessary skills and positive attitudes is greatly enhanced by the active involvement of the parents in the program. (Research indicates that intense parental involvement is a key factor in the maintenance of gains made by children involved in intervention programs.)

In summary, DARCEE is a basic education approach to early childhood education which stresses careful sequencing of activities for the development of attitudes and skills. The Demonstration and Research Center for Early Education has operated several classrooms at various times since 1966 in an effort to develop, research, evaluate, and refine the program. A more detailed account of these activities may be found in Chapter 1 of The DARCEE Teacher's Guide. While the program grew from work with poor, so-called "disadvantaged" children, there is no reason to believe that it cannot also be effective with many other children.

Now, What About the DARCEE Program?

Whenever trainers from DARCEE are asked to describe their program, they invariably speak in terms of the "Eleven DARCEE Essentials" in their descriptions. They also give some indication of the sets of recommended principles and practices that rest behind each Essential, as well as how the Essentials relate to one another.

Since the Essentials are dealt with in detail in Chapter 3 of The DARCEE Trainer's Guide, a very brief description of each one seems sufficient here. Keep in mind that these descriptions are highly over-simplified. An appreciation of the nature and importance of the Essentials can be gained only through reading, observation of the DARCEE classrooms, or both.

1. *Children are grouped in different ways according to specified principles to facilitate the accomplishment of specific program goals. The groupings facilitate individualization of instruction.*

2. *Time is carefully organized and utilized to the best possible advantage to provide predictability and variety to accomplish the program's goals.*

3. *The physical setting is arranged and modified during the school year in ways that maximize learning, minimize distraction, and facilitate the objectives of the program.*

4. *The role of every teacher is that of planner, decision-maker, and evaluator. Every adult regularly in the classroom is expected to teach whether certified or not.*

5. *Teachers prepare themselves for every activity that occurs in the classroom. To be so prepared, they write lesson plans and engage in daily planning and evaluation meetings.*

6. *Positive reinforcement techniques are used as a means of*

managing behavior, developing attitudes, and teaching skills.

7. *Skills are developed through a carefully planned and well sequenced series of activities. These activities are planned during the year by the teacher in accordance with the capabilities of children.*

8. *Materials are used in creative and innovative ways to ensure the successful acquisition of skill and attitude objectives by children at all levels of capability.*

9. *Attitudes are developed as a part of the total program. The development of positive attitudes toward self and others and toward school-like activities is a part of everything that happens in the classroom, day to day and month to month from beginning to end.*

10. *Units are used and are carefully sequenced throughout the year to facilitate skill and attitude objectives.*

11. *Parents are involved in the DARCEE program whether or not the program has a home visitor. If no home visitor is available, the teachers themselves plan and implement, to the best of their ability, a program that will encourage as much parent involvement as is feasibile given the limitations of time and energy on the part of the teachers. The presence of the child in the program should not diminish the important role of the parents in educating their children.*

The DARCEE program is an approach to the education of young children (usually four to five years of age, but used also with three-year-olds) based upon the belief that the child learns from the total impact of his environment, that what he sees, hears, smells, tastes, and

touches are his personal sources of information, and that based upon this information and his interactions with others, the child develops skills, attitudes, and knowledge that could assist him in future learning.

The program rests upon an extensive set of skill and attitude objectives, which are to be attained through a carefully sequenced curriculum, a relatively controlled environment, a positive approach, and a low teacher-pupil ratio.

The child is asked to participate in activities, scheduled at specific times during the day, which are planned and directed by the teacher. He is told what classroom behaviors are expected of him and rewarded with positive physical and verbal attention when he performs within these limits. As far as possible, inappropriate behavior is ignored, with praise and attention directed toward children who are behaving appropriately. Such procedures provide a warm and supportive atmosphere where children may feel secure about the expectations and reactions of their teachers and where interaction may be lively and learning may become fun. The good DARCEE teacher is energetic and enthusiastic and interacts constantly with her young students. In addition, the reduced number of students per teacher (usually 7-10:1) enables the teacher to be a more effective language model for each child. The teacher also serves as a role model for the children, exhibiting appropriate classroom behavior and positive attitudes toward self and others. Activities are planned at the child's level of capability and no child need fear ridicule or punishment if he is unable to complete a task. Rather, he will be given individual attention by his teacher and helped to complete the task so that he may feel successful and

pleased with his efforts. In the future the teacher would then plan carefully for this child's needs in order to help him become more independently successful.

As we have stated many times before, the DARCEE program is carefully sequenced in every aspect. Activities begin on familiar subjects with concrete examples and gradually throughout the year become more complex, more abstract and less familiar, as skills and attitudes toward learning develop. The physical setting gradually changes from a setting of bare walls and empty book and toy shelves on the first day of the program, to a gaily decorated classroom with children's work, unit-relevant bulletin boards, toys, books, paintings, mobiles, and games prominently displayed toward the middle to end of the school year. Schedules are held constant in the beginning of the program but later can be varied and altered from time to time to provide new and exciting opportunities when the children can profit most from them. Attitude development is no less carefully sequenced than the skill aspects of the program, beginning with very simple expectations, and progressing slowly, as the children progress in their development to rather complex and sophisticated attitudes such as the ability to delay gratification for long periods of time and the willingness to work for internal rather than external rewards.

This careful sequencing of the program is one major factor in its success. It keeps the children interested, helps them to feel adequate, accepted, and successful. At the same time, it gradually but constantly moves them toward the accomplishment of the skill and attitude objectives. On the other hand, this aspect of the program is perhaps more difficult for

teachers to grasp and implement effectively than is any other portion. For this reason, the trainer must make an extra effort to understand the principles involved, to communicate them clearly and be constantly on the lookout for errors in the sequencing of skill objectives, reinforcement, and units, which indicate a lack of understanding on the part of the teachers. For additional help in sequencing the program see The DARCEE Teacher's Guide, Chapter 4, and A Sequenced Guide for Recording Children's Progress.

The DARCEE Trainer

If you are beginning to feel that the DARCEE program sounds more complicated than you had thought, you may also be wondering what kind of person can successfully become a DARCEE trainer. The answer, of course, is many kinds. DARCEE trainers in the past have fit no particular mold, and there is no reason why they should do so in the future. No doubt you will discover that you already possess many of the "qualifications" necessary to become a "good DARCEE trainer," but unless you are most unusual, almost unique, you will probably find that you also have tendencies that may make the job more difficult for you. A trainer, for example, may tend to focus on shortcomings of a teacher's performance. Such a stance can be extremely frustrating, both for the trainer and the trainee. The trainer, no less than the teacher, must develop and use a positive approach! On the other hand, unbounded optimism and completely uncritical acceptance on the part of the trainer may encourage questionable practices. A positive approach means focusing on the positive but recognizing and correcting in a positive manner any errors or misinformation.

If a child holds up a blue cube and says proudly, "This is red," a teacher using the positive approach must be prepared to say, "No, Johnny, this one is blue." Trainers by the same token must be prepared to correct mistakes and misunderstandings on the part of the teachers. Not only should they be prepared to do this, they should anticipate that such mistakes will most certainly occur. Their occurrence and correction is a normal, necessary part of the training procedure and part of their job.

But then, what are the personal qualifications of a DARCEE trainer? What can you expect in your new job? Perhaps the following description will prove helpful to you.

Important Trainer Skills

First of all, you will find it necessary to communicate the DARCEE program to others, not only to potential DARCEE teachers, but also to administrators, parents, and community groups, to mention only a few. Your ability and willingness to communicate the program to these people will prove helpful in smoothing the road for future involvement and cooperation on their part. Once again, a thorough understanding of the program is a necessity for the good DARCEE trainer.

Some situations both in the classrooms and outside them may require great tactfulness on your part. Hearing what others say and responding honestly yet tactfully will solve many problems. Really hearing, however, means really listening and trying desperately to understand. Try putting yourself in the other's place if you find understanding difficult. It is no exaggeration to say that failure in this area could jeopardize your influence with those whom you are responsible for training.

Being positive and supportive of the program and the teachers, will, of course, prove invaluable in the process of implementing the program and helping to contribute toward the success of the children.

You may find it difficult to convince the teachers to do things in a "DARCEE way" if you are not in agreement with those procedures yourself. Even though you provide them with all the written materials available and as complete an explanation as possible during the training sessions, the teachers will still have many questions. Keep in mind that all teachers do not function at the same level and that positive reinforcement works with adults as well as with children. They will need your support and help in trying to learn a different approach to teaching young children. You will need understanding, supportiveness, the ability to give constuctive criticism, and a great deal of patience. Encouraging questions and responding positively will accomplish much more than discouraging questions and curiosity about the program, whether the questions come from teachers, parents, administrators, or community groups. We are proud of our program and eager to talk about it. We hope you will be too. On the other hand, open-mindedness, flexibility, and a sense of humor are vitally important. Don't take yourself or your commitment to the job so seriously that you can't laugh at your own mistakes or see the inadequacies of the program where they exist for your particular situation. You will have excellent ideas for implementing the program and solving problems but remember to be flexible. If the odds are obviously stacked against you, change your course!

The ability to accept reality is also crucial. Not all situations will prove to be adequate. Every classroom will not be a teacher's dream of the perfect teaching-learning setting. But, every classroom will have strengths and weaknesses, and this is where the trainer can play a key role. Help the classroom team capitalize on the strengths and use the apparent weaknesses to their advantage.

You will also find that teaching teams differ. Not all will function on the same level. Not all will be motivated to try a different approach. Some teachers will have college degrees; others will not. Some will have had a great deal of experience with young children; others will hardly recognize a young child. Obviously, you must then individualize your expectations as well as your training program. Some teachers will understand the program best in terms of theory first, leading to practice, while others will need practical experience upon which to base their attempts to understand theory. As frustrating as this can be for a single trainer faced with a multitude of individual needs, it is reality.

Another reality, one often very difficult to accept, is that all administrators may not be using their total energies in efforts for your program or classrooms. Administrators have many responsibilities, and only a small percentage of their energies and time may be available for the support of your program.

And, of course, you will need to be realistic about yourself. Be accepting of your limitations, level of energy, and capabilities for doing the job. Try to set realistic goals to be accomplished in ample amounts of time. Beware of promising help you will not have time to give.

Aside from frustration for yourself and others you will accomplish little by overextending yourself, and too many broken promises over too long a time may damage the relationship you need to establish with teachers and administrators. Written feedback on all lesson plans for a period of six months may seem desirable and would, no doubt, prove helpful to the teachers but realistically it requires an enormous amount of time to read and write adequate comments on even a small number of lesson plans. If you have ten teachers who write three plans per day, five days a week, you may find it difficult to read and respond to 150 lesson plans per week. Perhaps time required to do this could best be spent in observation-feedback sessions. Think before you promise! Budget your time wisely, and realize that not every good idea can be used.

Now, let's summarize: "What makes a good DARCEE trainer?" A good DARCEE trainer should:

1. be able to communicate
2. be tactful
3. be positive
4. be supportive
5. be constructively critical
6. be patient
7. be understanding
8. be open-minded
9. be flexible
10. have a sense of humor
11. accept reality
12. be efficient

13. have a thorough understanding of the program

14. have a realistic commitment to her job, her teachers, and her program.

Of course, the "good" DARCEE trainer is in reality the "good anything else," for all of those qualities are qualities which enable one to deal effectively and efficiently with people in their jobs. You may feel that you fail to excel in some one or two of these qualities, but who is to say that you may not become the most effective DARCEE trainer of all time? We will only say that the extent to which you are able to develop these qualities may determine the degree of effectiveness you realize in your job as well as the degree of personal satisfaction you may receive from it. And now, let's go on to a more detailed description of the training procedures.

The DARCEE Training Program

Although DARCEE has been involved in training in one form or another since its inception, it was not until the summer of 1971 that a systematic attempt to extend the DARCEE program to sites far from Nashville was begun. This new phase of the program was generated in part by the relationship between DARCEE and the National Program on Early Childhood Education (NPECE). During 1971-72, classrooms were established in Kentucky, Georgia, Pennsylvania, and Minnesota. The present training program as described in this manual is an outgrowth of that extension. During that year the DARCEE trainers, faced with the necessity of training teachers in four states to operate DARCEE classrooms and become DARCEE teachers, constructed, often by trial and error, a program designed to train teachers

in the DARCEE approach. Briefly, the program consists of preservice training, a period of from seven to ten days before the children begin the school year, regular observation-feedback visits[1] to the classroom, and periodic inservice meetings,[2] one to three days in length, conducted by the trainers to deal with teachers' needs as evidenced by observation and teacher input.

While the trainers experienced a number of difficulties during the year, they did discover that it is possible to train teachers in the DARCEE approach and have DARCEE-like classrooms even at such distances. As we have said earlier, your situation will not be identical to theirs, your site will probably not be identical to any one site with which they worked during that year, nor will your group of teachers be identical to any group of teachers previously trained; however, with thorough understanding of the program and careful adaptation using this manual as a guide, you can train teachers to operate DARCEE classrooms in your location.

The next chapter of your manual deals with the preservice

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[1]Briefly, an Observation-Feedback Visit is a visit by the trainer to the classroom while the children are present. Such visits enable the trainer to observe the teachers during normal classroom operations and follow up the observation with a meeting with the teaching team at which time the trainer gives "feedback," providing information, reinforcement, and help as appropriate to the teaching team. In this way, the trainer can spot strengths and weaknesses in the individual classroom program and help the team capitalize on their strengths and strengthen their weaknesses.

[2]When similar problems show up in a number of classrooms, those problems may indicate weaknesses in the training program itself. This information can then be used by the trainer to plan additional training sessions in the problem areas. Such sessions are called inservice training sessions. They usually are scheduled at regular intervals during the school year at times the children are not present and last one to three days.

training session. Observation-feedback visits and inservice meetings are discussed in Chapters 4 and 5.

Chapter 2

THE PRESERVICE TRAINING PROGRAM

Setting the Stage for an Effective Preservice Session

If you are extremely fortunate, you may have been present during the interviews of your teachers before they were employed to teach in DARCEE classrooms. Even better, you may have helped someone decide which teachers were to be hired. In the best of all possible worlds, you may have interviewed and hired the teachers yourself. But our experience has shown that the first day of preservice may very well be your first contact with the teachers you are about to train. This presents obvious problems in planning your preservice session and, above all, means that while you must spend a great deal of time and effort in detailed planning for the session, you must at the same time be prepared to alter your plans if it seems necessary. Begin with the idea of flexibility and keep alternatives in mind.

Hopefully, you will know quite a lot about your teachers. You will know the names, experience, and education of each teacher. You may know why they chose to be DARCEE teachers or even that they had no choice, an unfortunate but possible occurrence. Usually you will know who is to be a lead teacher and who an assistant, where each team will teach, and the number of children for whom they will be responsible. Unfortunately, this is not always the case. Uncertainty on the part of the teachers as to where and with whom they will teach can result in serious morale problems

during the training session. Teachers who are distracted or preoccupied with these questions are not likely to give their full attention and energetic support to the training session and may harbor negative feelings toward you, even though you have had nothing to do with the administrative decisions and may be as distressed with the situation as are the teachers. If it is at all possible, let the teachers share these perceptions and feelings with you before the training session begins. It is well worth the extra time and effort to do everything possible before the session begins to assure the highest possible morale, interest, and enthusiasm on the part of the teachers.

Information on Classrooms

With such possible problems in mind, your first order of business will probably be an effort to gain as much information about your teachers, their classrooms, equipment, and assignments as possible. You should also do everything possible to be sure the classrooms are ready and supplies are available before classes begin. Painting, carpeting, and otherwise equipping a classroom can sometimes require a great deal of time, and busy administrators sometimes get off to a slow start. Try to be familiar with the classrooms. See that ample time is given to complete necessary repairs, redecorating, furnishing, and equipping the classroom with necessary teaching materials if any are needed.

Now for the plans. The preservice training session outlined in this chapter is designed for a period of ten days. It can, of course, be adapted for use in a shorter session, and this has been done in the past. Keep in mind, however, that any shortening of the training session probably

reduces its effectiveness and may lend to a decrease in the accomplishment of the original objectives. Your teachers may be less well prepared for their classrooms, and additional training, either in the form of observation-feedback or inservice meetings, may be required. Let's assume that you have an ideal situation and your training session will last ten days.

Location of Training Session

First, you must decide where the session will take place. Hopefully, appropriate space will be available. "Appropriate space" here means a classroom with tables and chairs, which will provide ample space for making materials and will lend itself to rearrangement for such activities as role play, small group discussions, and the use of audio-visual materials. If possible, it should be located near a DARCEE classroom.

Having found the most appropriate space available, find out what facilities are available for lunch and coffee breaks. If the teachers must travel some distance to a restaurant for lunch, more time will be required. Such small details are vital to a smoothly running training session. Allow ample time in your schedule for all activities, but be as efficient as you can. Dragging out activities may result in dragging teachers who may lose interest and "tune you out."

Developing the Schedule

Be sure that you are thoroughly familiar with all the Essentials and their implementation in the classroom. Select those objectives and strategies that you wish to use in the session. Develop your schedule, write it down, and provide copies for each teacher. This will help you

stay "on schedule" as well as give the teachers an idea of what lies ahead. Collect the materials you will need well ahead of time. Time spent in preparation for the session has usually been found to make the difference between a good session and a mediocre to poor one! An ample supply of scissors, for example, can make the time spent on materials development productive and useful, while a shortage of scissors can lead to frustration and wasted time.

Planning to Keep Communication Lines Open

If time permits, a brief personal note to each teacher including time, place, schedule, and any special instructions, directions, or requests you may have would be appropriate. Just as it makes a child more comfortable on the first day of school if the teacher obviously is expecting him, your teachers may feel more comfortable and positive toward the DARCEE program if they know that you are expecting and planning for them.

Another way of helping teachers develop positive attitudes toward the program is to be accepting of questions, criticisms, and negative attitudes on the part of the teachers. Even if you do everything possible to develop positive attitudes toward yourself and the program, you may not succeed totally in all cases. To help you to be aware of the attitudes of the teachers you may wish to ask for "feedback sheets" at the close of each day on which each teacher is asked to write a brief anonymous note giving her candid opinion of the day's activities. This will help you discover weaknesses in your plans and presentations and will sometimes even give your ego a badly needed boost. Your availability during lunch and

coffee breaks can also be helpful in terms of becoming aware of the feelings of the teachers.

A relaxed, casual atmosphere also promotes the development of openness and positive attitudes. Often people who are too timid to speak their minds before a large group of their peers may speak quite willingly, or at least allow themselves to be drawn into the conversation, if the size of the group is reduced. Try to provide as much small group discussion and individual attention as is feasible in your situation.

One description of a teacher is, "A sage on stage." While the "sage-on-stage role" is at times unavoidable, it can be threatening to your teachers. Try to relinquish that role. Allow time for participants to discuss questions among themselves. Plan to sit among them when you can, and try to be part of the group as often as possible. Your physical presence in the "front of the room," constantly separated from the teachers by a protective desk or table, may communicate a different message than the message of acceptance and supportiveness that you verbalize.

After all is said and done, training teachers and teaching children, indeed, have some common elements. In fact, you may well avoid unnecessary problems by planning your preservice sessions with an eye to "Tips for Good Teaching," found on pages 142-47 of The DARCEE Teacher's Guide.

A final summary before we begin the preservice training session:

1. Plan ahead; be prepared! (Be sure to have all materials ready.)
2. Know as much about the program, the local system, the teachers,

and the children as you possibly can.

3. Plan to create a positive attitude, to be supportive, patient, and helpful.
4. Plan to balance your sessions, providing active activities between sedentary ones whenever possible.
5. Individualize your program, using different approaches to the same subject, since people learn in different ways!
6. Remember, the success of the program may depend on you.

Characteristics of the Preservice Training Session

Let's begin with a brief description of the overall session. It should last not less than five days nor probably more than ten. It should be adapted by you, taking account of factors such as the number of participants, the presence or absence of an operating DARCEE classroom, and the availability of facilities, equipment, and materials. The topics to be dealt with include:

1. Introductions and Orientation
2. Grouping, Organization and Use of Time, and Physical Setting
3. Role of the Teacher
4. Teacher Preparation
5. Positive Reinforcement
6. Skill Development
7. Materials Use and Selection
8. Attitude Development
9. The Unit Approach
10. Materials Development and Participation in the Classroom

11. Parent Involvement

12. Long Range Planning

Each of the topics is presented in this manual in terms of an overview, objectives, and strategies for accomplishing those objectives (see Appendix A). The overview, in each case, is a very brief description with comments directed to the trainer. For the actual content, the trainer is directed to the corresponding section of The DARCEE Teacher's Guide.

The Preservice Training Schedule on page 26 will give you a general idea of the total program and how it is sequenced. This schedule was designed for a ten-day workshop with an operating classroom available for observation and participation and not more than 15 participants. These conditions we consider to be ideal. When no classroom is available, you may substitute slides, video tapes, recordings, and role play. If the session is shortened, we still recommend dealing with each topic, even if there is time for only a brief introductory presentation. Those topics "touched lightly" during preservice would then be expanded upon during observation-feedback visits and inservice meetings. We also suggest that you teach each topic in the order presented in this book, since the simpler, more concrete topics are presented first.

As you can see from the schedule on page 26, the session begins with an Introduction and Orientation day. Although suggestions for this day are given, it is necessary for each trainer to decide how introductions should take place and what orientation is needed to the

school system, its connection with DARCEE, its decision to use the DARCEE program, and the way in which the program fits into the system itself. Historical information regarding DARCEE, as well as its connection with CEMREL may also be given at this point. The slide sequence and script on DARCEE Essentials should be used and discussed during this meeting, and teachers should be assured that classroom observation will take place as soon as possible in those cases where it is possible at all. If there is no classroom available, the teachers should be told what strategies will be used in its place, such as video tapes, slides, and recordings.

The introductory session, Observation and Participation and Materials Development, requires each trainer to develop the topics in accordance with his or her own unique situation. Careful planning and organization, as well as efficient use of time is essential to the effective development of these topics.

Appendix A, which deals with each of the topics listed above, includes several strategies for accomplishing the objectives of the topics. If time permits, you may wish to use every strategy, but more likely, you will find this unnecessary and inefficient in terms of time. Select carefully those strategies you feel comfortable with, which seem most appropriate for your situation, and which provide a good variety for your session. Follow passive strategies with active ones whenever possible. Long periods of unbroken listening can be very tiring, making concentration extremely difficult for the trainees. It is also advisable to take advantage of every opportunity to provide teachers with the experience of working together in teams. When group tasks are assigned, they should be done by the

teachers who will actually teach together in a classroom.

Again, your plans will depend to some extent on the number of trainees in the session. While it may be possible to work with a larger number of participants, DARCEE trainers in Nashville feel that 18 to 20 is the maximum number for efficient, successful training sessions.

A Schedule for the Preservice Training

If a DARCEE classroom is available for observation and participation, it is neccesary to coordinate the Preservice Training Schedule with the Classroom schedule in order to insure that trainees see those sections of the classroom day which are appropriate to the objective of the observation visit. The Daily Schedule below was used in preparing the Preservice Training Schedule on page 26. Note, for example

Figure 1. A Possible Daily Schedule

8:00	Teachers Arrive
8:15	Arrival, Greeting, Snack
8:45	Bathroom
9:00	Large Group
9:30	First Small Group
9:50	Second Small Group
10:10	Bathroom
10:20	Outdoor Plan
10:50	Structured Free Choice
11:15	Bathroom, Wash Hands
11:30	Lunch
12:00	Nap
1:30	Outdoor Play
2:00	Large Group
2:20	Prepare for Dismissal
2:30	Dismiss
2:45	Planning and Evaluation
4:00	Teachers Leave

Figure 2. A Possible Preservice Training Session Schedule[1]

Preservice Training Session Schedule									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:30 Coffee 9:00 Introduction & Orientation 10:30 Observation 11:30 Discussion	8:30 Coffee 8:45 Classroom Observation (Look for Essentials in use in classroom) 11:00 Discussion	8:30 Coffee 8:45 Role of the Teacher 10:50 Observe (Role of teacher) 11:30 Discussion	8:30 Coffee 8:45 Observe (Observe, based on yesterday's P&E meeting) 10:10 Teacher Preparation	8:30 Coffee 8:45 Observe (Look for positive reinforcement) 9:50 Discuss Observations & Positive Reinforcement	8:30 Coffee 8:45 Skill Development & Materials Use and Selection 10:45 Attitude Development	8:00 -- 12:00 Observe (In preparation for participation in classroom)	8:30 Coffee 8:45 Prepare for participation 9 Participate 6 Make materials	8:30 Coffee 8:45 Prepare for classroom 9 Make Materials 10:10 6 Evaluate Teaching	LONG RANGE PLANNING
12:00 - 1:00				LUNCH	LUNCH				
1:00 Slide Presentation of DARCEE Essentials 2:30 Break 2:45 Discussion of Essentials 3:45 Assignment Packets 4:15 Feedback 4:30 Dismiss	1:00 - 4:00 Grouping, Physical Setting, & Organization and Use of Time 4:00 Assignment, Feedback 4:30 Dismiss	1:00 Teacher Preparation 2:45 Observe Planning & Evaluation (P&E) Meeting 4:00 Assignment, Feedback 4:30 Dismiss	1:00 Positive Reinforcement 2:45 Observe P&E Session (Observe evaluation of day's activities) 4:00 Assignment, Feedback 4:30 Dismiss	1:00 Skill Development & Materials Use and Selection 4:00 Assignment, Feedback 4:30 Dismiss	1:00 Attitude Development 2:00 Unit Development 4:00 Assignment, Feedback 4:30 Dismiss	1:30 9 Plan for participation in classroom 6 Make materials 4:00 Assignment, Feedback 4:30 Dismiss	1:00 9 Participants evaluate teaching 6 Make materials 2:30 6 Plan for participation 9 Make materials 4:00 Assignment, Feedback 4:30 Dismiss	1:00 Parent Involvement & Make Materials 4:00 Assignment, Feedback 4:30 Dismiss	LONG RANGE PLANNING

[1] How to implement this schedule is discussed in Appendix A.

that on Day 3, the preservice session is planned around the Planning and Evaluation meeting in the classroom with time being given on Day 4 for observation of the remainder of the PIE cycle. That is, on Day 3 the participants observe the planning for Day 4. On Day 4, the participants observe large group, and both small group activities in the morning (implementation of the plans made on Day 3) and evaluation of those activities by the teaching team in the afternoon. In this way they have observed the entire Planning, Implementation, and Evaluation cycle. You may use the daily schedule (Figure 1) along with the preservice schedule (Figure 2) in order to understand what portion of each day is to be observed and what the teachers are expected to see.

Chapter 3

OBSERVATION-FEEDBACK VISITS

What Are Observation-Feedback Visits?

Now that you have finished the preservice training session and have helped open the DARCEE classrooms, you are at the point of entering the second phase of the training program known as observation-feedback visits. This phase refers simply to a series of regularly scheduled visits to each classroom which will provide an opportunity for you to observe a full day's activities and provide feedback to the teachers on their performance as members of DARCEE teaching teams.

The Rationale Behind Observation-Feedback Visits

Observation-feedback visits are part of the training program for a number of reasons. In the first place, it is unrealistic to expect that teachers will be able to apply all of the DARCEE Essentials properly following a preservice session. Some Essentials, such as Attitude Development, Skill Development, and the Unit Approach, are difficult to apply in practice, and even the Essentials simpler to understand might require special assistance in adjusting them to the specific local conditions. For example, the use of positive feedback as a behavior management technique may sound simple during the training session. Faced with seven children, however, three of whom exhibit behavior problems and refuse to cooperate, the teacher may quickly revert to negative, but more familiar

actions and statements with the conviction that "positive reinforcement just does't work!" Such situations frequently occur.

A second reason why observation-feedback visits are needed is that the DARCEE program makes heavy demands on teachers. For teachers who in the previous year spent little afternoon and evening time preparing for class, they are now given the added burden of having planning and evaluation meetings (often after school), and they are expected to write lesson plans for at least two small-group activity periods. A common reaction to such demands is for teachers to take "short cuts," such as disbanding planning and evaluation meetings, ceasing to write lesson plans, and repeating each day the same activities "that work." Observation-feedback visits may be used to spot such "short cuts" and to help teams find other kinds of short cuts that may not compromise the program. (More appropriate short cuts would be the use of abbreviations in lesson plans, efficient use of DARCEE materials, such as DARCEE Resource Unit Guides and A Sequenced Guide for Recording Children's Progress, and increased use of other resource materials that have ideas in them for activities.)

A third reason for observation-feedback visits is that classroom teams often find themselves confronted with problems for which they simply are not prepared. A negative attitude on the part of other teachers in the school system; a child with severely limited ability; physical or emotional problems; a teammate who refuses to "do her share"; lack of necessary equipment or materials; an extremely uncooperative parent, principal, or janitor--all these situations may be extremely demoralizing to the team effort. At the very least it is important for the team's sanity and

efficiency to have another person see and hear their problem. Sometimes, it helps for team members to hear that other teams are also having their share of troubles. In addition, perhaps, you could offer suggestions or help your teachers conceive of their own solutions to their problems.

Implementing Observation-Feedback Visits

Typically, an observation-feedback visit is scheduled for each classroom sometime during the second or third week of operation and about once every two weeks thereafter until the classroom seems to be operating smoothly and no major problems are encountered.[1] At this time the visits may become less frequent with feedback sessions requiring less time. Visits are conducted on a diminishing schedule as the teaching teams become more competent in the operation of their classrooms. Some classrooms will require more attention than others and for a longer period of time. The observation-feedback schedule must be determined by you, taking into consideration the number of classrooms to be visited, the amount of time you can devote to them, the needs of the individual classroom teams, and the length of time the classrooms have been in operation.

You may wish to contact the teachers before your visit so that each team knows when to expect you. At first, observation by anyone is extremely threatening to most teachers. Do what you can to lessen their anxiety. A positive, supportive attitude will go a long way in this direction. On the other hand, you may feel it is less threatening to inform the teachers during the preservice session that you will be making

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[1]Of course, the frequency of visits will depend on the number of classrooms for which the trainer is responsible.

observation-feedback visits, what their purpose is, and how often you may be expected, but not the exact day of the visit. In either case, you must prepare the teachers for your visits and encourage them to view the visits in a positive rather than negative light. Your own attitude toward the visits is of crucial importance here. Perhaps letting the teachers know the exact day of your visit is a good idea since "pop" visits may be viewed similarly to "pop" quizes--seeing if you are doing something wrong! Also, teachers may be planning field trips or films for that day and you should know what to expect. Another day might prove more useful.

Another point to keep in mind is your responsibility to the principal of the school that you are visiting. It is only common courtesy to stop by the office to let the principal know you are visiting the classroom and are willing to talk over problems or answer questions regarding the program, if necessary. To protect your relationship with the teaching team, however, it would seem advisable to avoid discussing your assessment of the teachers with the principal or other administrators.

Thus far, the discussion of implementing observation-feedback visits has focused on the scheduling of visits, informing teachers of the visits, and with being accessible to principals when you visit. The main topic yet to be dealt with is that of the visit itself. What do you do during an observation-feedback visit? Typically, your visits should have two phases, an observation phase and a feedback phase.

In the observation phase your main task is to observe the teaching day of the classroom team. It may prove beneficial to you, as well as to your teachers, to keep some record of your observations throughout the year.

Such records may help you to see and point out to the teachers the progress they are making, as well as help you to spot trouble areas or weaknesses in your training procedures. Perhaps, as often as three times during the year, say near the beginning, middle, and end of the program, you may find it helpful to use The DARCEE Classroom Assessment Scale in each classroom. This instrument is designed to assess how closely a classroom resembles the ideal DARCEE classroom. Because this instrument is time consuming and complicated to use, it is not recommended that it be used on every observation-feedback visit. A simple rating sheet listing the various Essentials with space for ratings and comments will probably prove to be sufficiently informative and efficient for use on a regular basis. A suggested form is shown in Appendix C on pages 195-200 of this manual. You will probably find it desirable to adapt these suggestions to your own use. In any case, such written records may help you be objective and efficient in collecting information for your feedback sessions with the teams.

The second phase of the visit, the feedback phase, takes place following the day of observation. By the time this part of the day comes, you will probably have extensive notes that suggest that the team may have more problems than you and they will have time to discuss. We suggest that you examine your notes before discussing your observations and that you choose carefully on what problems to have the team focus its attention. It is easy to present teams with more problems than they have the emotional energy to deal with. We also found it helpful to let teams know in what ways they are doing a good job. When a team feels the DARCEE trainer appreciates and sees their efforts and the results of their efforts, it is likely to improve the team's morale and encourage the team to continue

making serious efforts. Finally, we have found it important to allow time for the team members to bring up concerns of their own, and when they do so, to let them know that they are being heard and that these matters are appropriate for discussion.

Conclusions

To summarize:

1. Observation-feedback visits are a necessary continuation of training.

2. They should be scheduled at regular intervals beginning with very frequent visits and operating on a diminishing schedule with less frequent visits as the teaching teams become more competent in using the DARCEE approach.

3. Written records of these visits should be kept. Periodic use of The DARCEE Classroom Assessment Scale, along with less detailed observation records, are sufficient.

4. Maintain a supportive and positive attitude toward the team and at the same time correct misunderstandings and give additional training when necessary. If the team is having problems, be a good listener and try to assist them in solving their problems.

5. All areas of classroom operation and team morale are within the domain of the trainer. Problems with parents, school administrators, children, or team members should be considered and resolved if possible.

Chapter 4

INSERVICE TRAINING

It is actually misleading to refer to inservice training as the third phase of the training program, as this implies an ordinal position following observation-feedback visits, which have been referred to as the second phase of training. Inservice and observation-feedback visits, in fact, overlap each other, since they both continue throughout the school year.

Inservice meeting dates are frequently scheduled by the school system on a system-wide basis. In such cases in your school district you may wish to make arrangements with administrators for a separate inservice program conducted by you with the help of any outside consultants you feel may make valuable contributions to your program. You may also find it necessary to make arrangements for additional inservice training sessions for your staff. A schedule of one to three inservice days every eight to ten weeks would be ideal. The children should not be present on these days, and all of the DARCEE teachers should meet together with you and any consultants.

Observation-feedback reports are valuable in spotting trouble areas which may need special attention during an inservice meeting. The teachers should also have an opportunity to give input to you as to their individual needs. It may not be possible to deal with every problem every teacher has, but if many teachers are having trouble with behavior management,

for example, a session may well be planned to deal with that particular subject. Individual problems may best be dealt with during observation-feedback visits.

Inservice meetings are also used to extend the training done in the initial training session. The sequential nature of the program and the limited amount of time available for preservice training usually means that teachers understand how to open the classroom and continue its operation in a DARCEE way for a limited period of time. As the children progress and their needs vary, teachers often feel unprepared for later phases of the program. They frequently find it difficult to know "what comes next," both in regard to attitude and skill development. Inservice training sessions can be used to help teachers sequence the program correctly. As a part of the session, long range plans could be blocked out for the next few weeks including units and suggested activities. In this way continual progress can be made toward reaching the objectives of the program.

While inservice meetings are not always seen as morale builders by teachers on a system-wide basis, it has been our experience that a well-planned meeting which focuses on topics of specific interest to a specific group of teachers can be highly stimulating and of great interest and help to them. For this reason, regularly scheduled inservice meetings which not only give teachers additional training but also enable them to share ideas, problems, successes, and failures can be extremely valuable to the success of the program. This is especially true where each team works in a different school and feels more or less isolated from others in the program. Try to provide opportunities for teachers to share

materials they have developed or activities that have worked extremely well. In addition, coffee breaks and free time may be valuable for airing gripes and feelings of insecurity with the new program.

Of course, what you can do and how much you can cover depends upon the length of time devoted to the inservice meeting. If time permits, say in a three-day meeting, a day spent on materials development may prove to be well worth the effort. Also, time devoted to record keeping, using the book, A Sequenced Guide for Recording Children's Progress, may be time well spent. The teaching teams can give valuable input during observation-feedback visits as to their needs and how time may most beneficially be used from their points of view.

As in the case of preservice training, it is advisable to plan carefully and inform the teachers of your schedule prior to the meeting. They also should be aware of any materials they should bring with them to the session, such as record booklets, lesson plans, block plans, and ideas or materials developed that are to be shared with the group. If they know the areas to be covered, you may want them to jot down any questions they may have prior to the meeting. These questions could be sent to you along with their suggested topics to be covered during the meeting, or you could simply schedule more time for questions during the sessions.

Let's assume that you have opened the classrooms and this is to be your first inservice meeting. Classes have been in session eight weeks. You have five classrooms with three teachers in each room. You have conducted four observation-feedback visits per classroom. During your visits you have noted several problems, the most prevalent one being a lack of understanding of the sequencing principles and the use of the book,

A Sequenced Guide for Recording Children's Progress. Some teachers are becoming quite negative with the children and, lacking enthusiasm, fail to interact with the children appropriately during activities, meals, and playtime. Input from the teachers themselves indicates additional problems, but the main concern seems to be, "What comes next," and "What do you do when positive reinforcement doesn't work." On the basis of this information your inservice meeting agenda might be as follows:

Inservice Meeting
October 21-22, 1972
Baker School, Room 7

Oct. 21	8:30-9:00	Coffee
	9:00-9:30	Announcements, Review Schedule
	9:30-10:30	Sequencing the DARCEE Program (Use Record Keeping Book)
	10:30-10:45	Break
	10:45-12:00	Sequencing the DARCEE Program (Continued)
	12:00-1:00	Lunch
	1:00-2:30	Questions on Sequencing-- Group Discussion Group Practice
	2:30-2:45	Break
	*2:45-4:15	Teams Block Plan for Next 6 to 8 Weeks
	4:15-4:30	Group Discussion of Tentative Plans
	4:30-	End
Oct. 22	8:30-9:00	Coffee
	9:00-9:30	Discussion, Question and Answer
	9:30-10:30	Positive Reinforcement How It Works and Why It Dosen't Sometimes
	10:30-10:45	Break
	10:45-11:45	Role Play and Reinforcement
	11:45-12:00	Discussion
	12:00-1:00	Lunch
	1:00-1:30	Question and Answer, Group Discussion
	1:30-2:30	Role of the Teacher Enthusiasm and the Game-like Approach
	2:30-2:45	Break
	2:45-3:30	Role Play Game-like Approach
	3:30-4:30	Final Discussion Wrap Up.

*Please bring your record keeping books, as well as a supply of block plans.

Your observation-feedback visits following the inservice meetings will provide an opportunity for you to evaluate the effectiveness of your inservice sessions. You may see immediate improvement in problem areas dealt with during the meeting only to notice a decline in the same areas at a later visit. This may indicate a failure to grasp the principles involved, which leads to less effective judgments as the decisions required of the teachers become less like those discussed in the meetings. If you believe this to be the case, additional inservice and observation-feedback time must be given to these principles even though you feel you have covered them sufficiently in the past. Here again, we remind you to be supportive, positive, understanding, and patient. You may find yourself saying very much the same thing to the same team for weeks on end before you begin to see improvement. Many teachers only understand the principles involved and become reasonably independent in their classroom operations after having taught through one full year's program. Some may take even longer. Of course, others, fortunately for you, will need much less support and attention. You may find these teachers very helpful during inservice discussion. Their explanations and examples from actual experiences may mean more to the still confused teachers than your own. Be on the lookout for teachers who exhibit a good understanding of the program, and let them play an active role in the discussion.

Above all, remember that inservice meetings are a necessary part of the training program. Make them useful to your teachers by tailoring the sessions to their needs and providing opportunities for questions, discussions, sharing ideas, and airing complaints. The teachers should feel that they are an integral part of the program, that they have some voice in its operation, and that their ideas are being heard and considered.

Chapter 5

SOME CLOSING REMARKS

Now that you have gone through the various aspects of the training program you may find the suggested training schedule on the following page helpful in terms of "putting it all together." Please keep in mind that this is a suggested schedule only and will, of course, require changes depending upon the number of classrooms you have, the arrangements made for inservice meetings within the system, and the time you have to give to your training duties. You may find it more convenient to visit a few classrooms each week rather than to spend one entire week in observation-feedback sessions. The important thing to remember is that classrooms should be visited at least twice a month early in the program and the visits should come at regular intervals.

Throughout the pages of this guidebook we have attempted to describe in detail the procedures for training teachers to operate "good" DARCEE classrooms. This attempt has proven to be for us, as we are sure training will be for you, both difficult and rewarding, frustrating and enlightening. You have undertaken a difficult task, and we have not intended to minimize its difficulties, but in our efforts to present the problems honestly, we may have violated one cardinal rule of the DARCEE program--that of the positive approach. If we have been overwhelming in our demands and discouraging in our comments, blame our desire that you be well prepared so that you will be influential in increasing the success

SUGGESTED TRAINING SCHEDULE

August-May

August	September	October
1st week: Planning 2nd week: Planning 3rd week: Preservice 4th week: Preservice	1st week: Classes begin 2nd week: Use Rating Scale 3rd week: O-F Visits* 4th week:	1st week: 2nd week: O-F Visits 3rd week: 4th week: O-F Visits
November	**December**	**January**
1st week: Plan Inservice 2nd week: Inservice 3rd week: O-F Visits 4th week:	1st week: O-F Visits 2nd week: 3rd week: Christmas 4th week: Vacation	1st week: O-F Visits 2nd week: 3rd week: Use Rating Form 4th week: O-F Visits
February	**March**	**April**
1st week: Plan Inservice 2nd week: Inservice 3rd week: O-F Visits 4th week:	1st week: 2nd week: O-F Visits 3rd week: 4th week: Plan Inservice	1st week: Inservice 2nd week: 3rd week: O-F Visits 4th week:
May		
1st week: 2nd week: O-F Visits 3rd week: Use Rating Scale 4th week:		

*Observation-Feedback Visits

of young children in school. You can help teachers to better prepare children through the development of attitudes and skills necessary for academic success. Perhaps you can help to avoid the waste of time and talent which all too often marks the educational process for many children. It has been done before. It is worth the effort, and we wish you success in your new adventure.

APPENDIX A

LESSONS FOR PRESERVICE TRAINING

Lesson 1

INTRODUCTION - ORIENTATION

Overview

The trainer must decide what information will be given at this time and how the session will be organized. It is appropriate to use the first day of the session to get acquainted with one another and with the program in general, its history, goals, philosophy, and essential aspects. If observation facilities are available, it is well worth the time to spend an hour or so actually observing the classroom. Participants may not understand all they see, but a short observation period should help to stimulate their curiosity about the classroom and how the program operates there. If observation facilities are not available, a very brief video tape or film of the DARCEE classroom might be used as a substitute. If neither video tape nor film is available, more time should be given to the slide presentation showing the DARCEE Essentials. You may wish to explain what DARCEE means and how this program fits into the local system.

Keep in mind that the first day is extremely important in developing the appropriate attitudes toward yourself and the program. Help the teachers feel at ease, but at the same time, communicate a feeling that the workshop is important to them and requires one hundred percent effort from them. While you must actively encourage questions and discussion, aviod the tendency to explain it all in great detail on the first day. This usually promotes confusion and wastes time. Concentrate on getting acquainted, explaining the program, and attending to general business such as any forms that must be filled out, giving materials to the participants, etc.

Objectives:

1. Teachers and trainer will get acquainted with one another and begin the establishment of a good working relationship. (See Strategies 2 and 7.)

2. Teachers will be able to explain how the DARCEE Program and the local site are related to each other. (See Strategy 4.)

3. Teachers will be able to state in their own words each of DARCEE's essentials as they are summarized in the presentation. (See Strategies 5,6, and 7.)

Strategies:

1. The trainer will arrange to have name tags and/or place cards for each teacher when the teachers arrive. Packets containing necessary materials, such as data sheets, note pads, pencils, and informative brochures should be given each participant. You may wish to place these on the tables before the teachers arrive, in order to save time during the session.

2. (Time: 30 minutes) While introductions need not come immediately at the beginning of the session, it is customary, and many trainers and participants feel more comfortable once the "ice is broken." There are many ways to do this. One suggestion is for the trainer to introduce herself (himself), giving name, position, brief background and one or two personal items about herself. For example,

> "I am Helen Schmaltz. I am the DARCEE preschool coordinator for Heavenly County, Oklahoma, and I want to welcome you to the program. I would like to know more about you and I'll begin by telling you more about me. I have a M.A. in Elementary Ed., I have taught 3rd grade, first grade and a DARCEE classroom. This year I'm looking forward to working with you and the DARCEE program. I am single, I have 2 dogs, 3 cats and a mouse. I love to cook and hate to eat! Now, you know about me, let's find out about you. We'll begin with Thelma. Thelma, tell us your name, what experience you've had, something you like and something you don't like."

This usually results in some amusing statements which in turn result in relaxation and laughter.

Another suggestion which has been used in the past: Each participant is asked to fill out a card, introducing herself (himself). The cards are collected and redistributed by the trainer so that no one has his (her) own card. As each card is read, the participant who has written the card identifies himself (herself).

A third suggestion: Instruct the participants to turn to the person seated beside them and in the next 5 minutes exchange as much information as possible about one another. At the end of 5 minutes the participants introduce to the remainder of the group that person with whom they have shared information.

3. (Time: 10 minutes) The trainer explains the materials packets, what they contain, and how each item will be used. If feedback

sheets are to be used, they could be explained at this time.

4. (Time: 30 minutes) The trainer should briefly present the explanation of DARCEE and its relationship to the local site. A local administrator should, if possible, be included in the "welcoming ceremony."

5. (Time: 1 hour) The trainer should give a brief explanation of the slide sequence to illustrate those aspects of the program that DARCEE feels to be essential to a "good" DARCEE classroom. You may wish to ask participants to look at the list of DARCEE Essentials in The DARCEE Teacher's Guide at this time, asking them to glance over the Essentials quickly before you present the slides.

6. If there are observation facilities, you may wish to schedule an hour's observation time earlier in the day when small groups are in progress. If video tapes, films, or slides are to be used, it would be appropriate to use them after the discussion of the DARCEE Essentials.

7. Time may be alotted for the group to discuss observations or ask questions on any unclear issues discussed during the day. Review and clarification of the preservice schedule, assignments for reading (the first three Essentials in The DARCEE Teacher's Guide), feedback sheets, and announcements or unfinished business concludes the first day of the training session. Don't be disturbed if you finish early; the first day is long, tiring, and often confusing for the participants as well as the trainer. With this in mind, remember to schedule a break between Activity 4 and 5, as well as one in the afternoon.

Materials:

Packet for each teacher including:
- personal data sheets that request information you need
- introduction cards (if used)
- preservice schedule
- note pad
- pencil
- brochures, (if any)
- booklets, (if any)
- place cards
- name tags
- a guide for DARCEE teachers

Slides
Projector
Screen
Other _____

_____

_____

_____

_____

Evaluation:

(This space may be used to make notes for future reference on the effectiveness of this presentation, necessary changes, additions, deletions, ideas, etc.)

Script to Accompany Slides: An Overview of DARCEE[1]

Slide	Script
Title picture - Words "DARCEE, an Overview." (1)	DARCEE, The Demonstration and Research Center for Early Education, has been engaged in research, demonstration, and training since the mid 1960's. Its work has focused on helping young children from low-income homes develop attitudes and skills that support success in learning at school and in other environments.
Picture of Dr. Gray (2266)	The DARCEE program grew out of the Early Training Project, which was conceived by Susan Gray and Rupert Klaus. As a pioneer intervention study, the Early Training Project not only provided guidelines for the DARCEE Program, it also helped shape the direction of the national Head Start effort. The series of slides that follow are organized around DARCEE's eleven classroom Essentials, just as our preservice session will be organized around those Essentials.
	The first Essential we will deal with is that of Grouping.
Picture of a small group of children with name tags on (826)	Children function in groups in the DARCEE classroom. The total number of children is divided among the adults in the classroom. [Here in this slide] you see a small group of children with their particular teacher on the first day of school.

[1]Before attempting to use this script with slides at a training session, be sure to examine both these pages and the slides. You may wish to make some changes.

A teacher reading a story to a small group
(3092)

A teacher clapping hands to give reinforcement
(2725)

Why do DARCEE classrooms have small groups? Small groups allow the teacher to individualize instruction, give immediate positive reinforcement, and provide a more secure environment for children to develop feelings of belonging and relating to peers and adults.

In addition to the small groups, DARCEE has other grouping arrangements, as we will see in the next set of slides, which are devoted to the Essential Organization and Use of Time.

The daily schedule in a DARCEE classroom is designed to provide a predictable environment for children. A typical schedule would include the following events and would follow the same order each day:

Teacher greeting children at the door
(808)

Greeting Time: Children are greeted warmly by the teachers. Teachers help children remove wraps and find their small group tables or planned activities. The day begins on a warm, positive note.

Children seated in large group, while teacher interacts with one child in front
(383)

First Large Group: This is a time of day when the total group of children comes together for instruction and, often, songs.

A small group of children are seated on the floor looking at a story
(764)

Two Structured Small Groups: Each teacher plans two structured small group activities designed to teach specific skills to her group of children.

A teacher by a child at an easel
(615)
A teacher by a child in the block area
(2306)

Selected Free Choice: This is a time of day when the teachers provide planned alternative activities from which the children make their choices.

A child setting a table
(1173)
A child counting cookies on a plate
(1232)
A child pouring milk, another child passing bread, etc.
(1175)

Snack and Meal Time: The teacher eats and talks with the children; helps children learn things using food and table settings as learning materials, and works toward the development of certain attitudes. [Here in this slide] the children are serving themselves, a step toward independence.

Children playing outside with balls
(1467)

Outdoor Play: This time of the day provides a break from planned, indoor activities and often opportunities for large muscle and social skills development.

Children playing musical chairs
(656)

In this slide, outdoor play time is being replaced by the indoor game, musical chairs. Several times during the year weather necessitates that the group play inside.

A girl washing her hands
(316)

Bathroom Routine: This is included in the schedule to avoid disruption of planned activities. As the year progresses there is a decrease in time allotment and frequency.

Children seated on the floor with the lead teacher leading a finger play
(1643)

Last Large Group: This is a time at the end of the day when the total group gets together to review the day, sing songs, share products that were developed during the day, and generally end the day on a happy note.

The third Essential is that of the Physical Setting.

The classroom with tables and chairs, and bare walls
(798)

At the beginning of the year teachers set up their classroom with bare walls and shelves to help the children focus on them as significant adults and concentrate on the planned activities. As the year progresses, teachers add to the room materials that are meaningful to the children, such as their art work, unit related displays, and teaching materials like puzzles, manipulative toys, and books.

Children's art work on walls
(313)
Bulletin board related to "Forest Animals" Unit
(624)
Bulletin board related to "Autumn"
(342)

DARCEE's fourth Essential is the Role of the Teacher.

A teacher talking with children in the room (813)	In the DARCEE classroom each adult functions as an instructional planner, implementor, and evaluator. The lead teacher is primarily responsible for times during the day when the total group is involved in an activity (arrival time, large group activities, and transitions involving the total group); assistants are expected to help during those times. So far as small group activities are concerned, both lead teachers and assistant teachers have equal responsibility.
A small group being taught (2550)	
Large group is seated in a circle with children hiding eyes. Assistant teacher does so too (1218)	Ideally, DARCEE teachers may be described in many ways as role models, exhibiting the type of behavior they wish to see in the children.
Teacher patting child on back (2726)	As positive reinforcers, letting children know immediately when they exhibit the behavior they want to see by smiles, pats, winks, hugs, and verbal praise.
Children dramatizing story with enthusiastic teacher advising (1121)	As motivators, enthusiastic about activities, using game approaches to get the children involved.
Teacher sitting with samples of materials she made (788)	As materials developers, making materials as the need arises to fit the needs of their groups of children.
Teacher writing lesson plan (2805)	As planners, thinking carefully about the skills needed by their groups, as well as the procedures and materials for working on those skills. All this information is written down in lesson plans prior to teaching.
Teacher conducting math activity in a small group (1465)	As implementors, following through with their plans with their small groups of children.
Planning and evaluation meeting (0000)	As evaluators, carefully analyzing the activities in terms of individual children acquiring skills, as well as the appropriateness of the procedures, teaching, and materials.

Teacher bent over saying something to child to be reassuring (165)

And as a friend, understanding, supportive, and always being there when needed.

Closely related to the Essential the Role of the Teacher is that of Teacher Preparation.

Teacher participating in preservice session (1506)

Teacher participating in preservice session (1511)

Teacher preparation takes the form of preservice and inservice training such as the process you are involved in now.

Planning and evaluation meeting (2506)

The more important process of the PIE cycle occurs on a daily basis.

Dramatization of "Little Miss Muffet" (196)

Dramatization of "Little Red Riding Hood" (425)

Teachers plan activities, implement those activities in the classroom or other appropriate settings, and evaluate those activities.

DARCEE's sixth Essential is that of Positive Reinforcement and Behavior Management.

Teacher pats child on knee and smiles to acknowledge good response (1751)

Positive reinforcement is used as a means of managing behavior, developing attitudes, and teaching skills in the classroom. Positive reinforcement in the DARCEE classroom usually takes the form of affectionate pats, winks, smiles, or hugs accompanied by specific verbal praise.

Teacher pats child on arm (829)

The teacher is carefull to give positive reinforcement immediately after the child exhibits appropriate responses.

Butterfly motivation chart (1980)

Motivation charts can be used along with the verbal praise, pats, smiles. As shown here, the butterfly moves up another leaf each time the child is able to attend for a complete small group activity.

School house motivation chart
(148)

As the year progresses, motivation charts are used to help the child evaluate his behavior over a longer period of time. For instance, in this chart specific behaviors are being evaluated over a week's time. Each week represents another step to the school house.

DARCEE's seventh Essential, Skill Development, is one of the most important ones in the program. In fact, DARCEE has a set of skill objectives and a record keeping system to keep track of children's progress in the skills area.

Teacher in small group pointing to large red circle on flannel board
(1192)

The DARCEE Program assumes skills are most readily developed in small group settings where teachers can respond to individual children.

Small group with live chickens in cage and teacher holding up a book with pictures of chickens shown.
(1108)

Teacher using a globe during large group instruction
(421)

The following series of slides illustrate DARCEE's set of sequencing principles: We recommend starting with concrete, familiar materials and experiences. Later, more abstract, less familiar materials and experiences are emphasized.

Children standing on shape mat
(419)

Teacher reading a story
(464)

We also recommend for the beginning of the year active activities, allowing children to move around. Later in the year, more quiet, passive activities are stressed.

Child painting on large sheet of paper that is on the floor
(394)

We recommend starting the year with activities requiring gross coordination. For example, children may simply be expected to paint with a large brush on a large sheet of paper.

Children coloring in "Three Bears" ditto
(1212)

The destination is to develop fine coordination skills so the child can print.

Two children with cubes in baskets
(1168)

Three children sharing one container of paint
(1110)

Another sequencing principle we recommend is that at the beginning part of the year, children be provided with individual materials, whereas by the end of the year groups are expected to share materials. As in this slide children are sharing one container of paint.

A child doing a puzzle with teacher helping
(1771)

A child working on a huge puzzle alone
(189)

At the beginning of the year we recommend that teachers try to get children to be dependent on their direction, reinforcement, and control.

By the end of the year, however, we want children to be able to function independent of teacher direction and control and to find the tasks themselves reinforcing.

Child feeling inside a "feely bag" blindfolded
(923)

We believe preschool children learn most readily through the five senses. A great deal of information is taken in through the sense of touch.

Teacher using "sound alike" jars
(1222)

Children need many experiences of hearing likenesses and differences in sounds. One such experience can be provided with matching like sounds with the sound-a-like-jars.

Children working on pegboards using design sheets
(2685)

Teacher and children at an abacus
(1115)

Many materials and experiences may be provided for the child to learn through the sense of sight, such as visually comprehending the pegboard design model and reproducing it on the pegboard or seeing numberness using the abacus to count one-to-one.

A child at a farm eating watermelon
(2771)

Obviously in this experience the child is using the senses of taste and smell, as well as the other three senses.

Materials Use and Selection, the next of DARCEE's Essentials to be dealt with in preservice training, may be seen as a means toward developing skills in children.

Flannel board with cut out shapes for Three Bears story
(1529)

Materials are selected because they teach a variety of skills or one skill at a number of levels. Three Bears Flannel set can teach color matching, recognition, identification, one-to-one correspondence and recalling events of the story in sequence.

Cut out flannel shapes for Willie the Weatherboy (181)	Many materials are teacher designed and made by DARCEE teachers to fit their individual needs. Peter's face, for example, was made to teach whole-part-whole relationships, matching, recognition, and identification of parts of the face.
Parquetry design cards and parquetry blocks (2036)	Then parquetry design cards were developed to accompany commercially available parquetry blocks to develop visual discrimination skills, patterning skills, color and shape concepts.
Shape roulette wheel (2088)	The Roulette wheel was made to be used in conjunction with many other materials.
Teacher working on materials (2261)	In this slide it's being used with shape lotto cards. Teachers find a need to periodically plan materials development sessions throughout the school year.
Teacher holding up a silhouette of a child in her group (1148)	The nineth Essential Attitude Development is an integral part of the program. The kind and amount of specific attitudes developed are directly related to every other essential in the program. The following slides demonstrate specific attitudes the DARCEE Program intends on promoting: Self-concept and self-esteem (having positive feelings toward oneself and being realistic about oneself)--independence and self-control (being able to function without direct teacher supervision)--sharing and the ability to function as a member of a team or group.
Two tables by which children are working independently (2707)	
Two children building with blocks (1787)	
Four children playing with blocks (406)	
"I Can Listen" chart that has on it children's names and stars (618)	Achievement motivation (the desire to do a better job than last time. The "I Can Listen Motivation Chart" is a graphic way of letting the child see his progress).
Child bobbing for an apple (370)	Persistence (the ability to stick with a task until a satisfactory level is reached). Interest in school type activities.
Child has apple in mouth (371)	
Children with rulers and pencils drawing on paper (1196)	

Unit Use is the tenth Essential.

Teachers in the DARCEE classroom use units to serve as a framework for skill and attitude development and to provide variety.

Child stands by outline picture of him (or her)

"All About Me," often the first unit, focuses mainly on the children themselves. Here, Rebecca is proudly showing off her self-portrait.

Teacher pointing to neighborhood map on bulletin board
(377)
Zoo animal bulletin board
(456)
In small group children look at bulletin board of sea and creatures in sea
(1266)

As the year progresses, however, less familiar themes are used, such as "Neighboorhood and Community," "Zoo Animals," and finally themes as foreign as "The Sea and its Creatures."

Children holding cantelopes
(649)
Little boy with tomatoes
(652)

As many concrete experiences as possible are provided during units, such as a trip to the local farmers' market to purchase cantelopes and tomatoes during a unit on "The Farm" or on "Foods."

Children digging in garden
(601)
Teacher with green pears she picked
(2645)

Planting a garden on the school grounds, of course, provides excellent experiences during the same two units. Serving the "finished" product is an exciting moment for teachers and children alike.

Children walking down steps at airport
(2817)

A trip to the airport during the unit on "Transportation" will be a "first" for many children.

Children listening to seashell
(1220)
Child with dog on lap
(718)

Children can be provided with many concrete experiences in the classroom, such as a seashell for children to explore or a mother dog with her puppies. Well planned units have such experiences built into them.

Last, but not least, is the Essential of Parent Involvement.

Mother on floor reading to child
(2919)
Mother reading to two children
(2866)

The DARCEE program assumes parents are the first and most influential teachers of their children. As a result, DARCEE feels it is important that parents be involved in the program.

Mother reading to child with home visitor present
(436)

In some cases where the program has been implemented home visitors have been hired to go into homes, help parents learn what their children are doing in school, and help parents improve their own effectiveness as educators of their own children.

Mother with small group in classroom helping children with pegboard activity
(1163
Father on field trip
(2793)

Where home visitors have not been hired, DARCEE teachers have devised ways of involving parents, as in this case a mother is working in the classroom with a small group of children, or a father is helping on a trip.

Parent involvement offers the possibility for teachers to find and use talents they do not themselves have. It also offers parents a possibility for them to learn more of the teaching and child management techniques that DARCEE has found productive with children.

Now that you have seen all of these slides and have heard briefly what each DARCEE Essential refers to, you probably have some questions that we could consider.

Lesson 2

GROUPING, ORGANIZATION AND USE OF TIME, PHYSICAL SETTING

Overview

Since the three Essentials Grouping, Organization and Use of Time, and Physical Setting are interrelated and are relatively easy to learn and implement, it is practical that they be taught first and be combined into a single day's session.

Many approaches can be used to help the teachers gain the levels of understanding specified in the "Objectives" below. The sequence of activities suggested below are designed for one three-hour session. The participants will read the appropriate sections of The DARCEE Teacher's Guide, (pp. 11-32), the "Check Yourself Quiz," and discuss their answers with the trainer and other members of the group. They will be asked to specify how certain pre-printed room arrangements are consistent with or violate the three Essentials. Flannel boards will be provided upon which the teachers can set up room arrangements appropriate to specific times of the day as determined by a classroom schedule they develop themselves. They will also use hypothetical student information to group children appropriately for two specified times during the year. In this way the teachers will not only be asked to "learn" the Essential; they will have opportunities to practice what they have learned in hypotehtical situations very similar to those encountered in actual classrooms.

Although these Essentials are less difficult to understand than some of the other ones, the success of the session will depend, as does the success of every session, upon your being thoroughly familiar with the Essentials as described in The DARCEE Teacher's Guide. It is important that you are thoroughly familiar with the specific details of each strategy and the materials to be used, and that you are sensitive to what the participants say and do in order to diagnose and correct misconceptions. You will find it helpful to try out all the materials prior to the session so that you can provide clear instructions that anticipate and prevent specific problems that could occur.

Objectives

1. Teachers shall be able to recall and explain using specific examples the following principles relating to these DARCEE Essentials:

a. Grouping

(1) Children are grouped in small groups, each of which operates under the leadership of one teacher (Lead Teacher or Assistant Teacher) on the basis of ability and social-emotional factors. The children are regrouped periodically throughout the year as their skill and socio-emotional development requires.

(2) Small group teachers maintain responsibility for their small groups at most times (including small-group activity, large-group activity, meals and snacks, etc.). Teachers do not, however, remain with the same group of children throughout the entire year.

(3) The DARCEE Program uses a variety of grouping arrangements to accomplish its affective and cognitive objectives--the large group, the small group, and ad hoc, child-chosen groups that form during structured free choice time. Participants should be able to explain the nature of those three kinds of grouping arrangements in terms of numbers of children comprising each kind of group, how long the groups stay intact, how the Lead Teacher and Assistant Teachers are related to each kind of group, and the functions of each kind of group.

b. Organization and Utilization of Time

The DARCEE schedule (which includes greeting the children, large- and small-group instruction, structured free choice, outdoor play, trips to the bathroom, meal and/or snack, etc.) is:

(1) Predictable to children from one day to the next to help children feel secure.

(2) Provides for variety of activities within the framework of the schedule to maintain children's interest.

c. Physical Setting

(1) Room arrangements provide for at least two small and one large group activity areas.

(2) Displays and room arrangements that may distract children and are unrelated to the objectives being emphasized at the time are avoided. (Thus, on the first day of school there are no displays at all.)

(3) Supplies are stored in a manner that would enable the teacher to use them readily and introduce them with an element of surprise. (Strategies 1, 2, and 3 relate closely to this objective.)

2. Teachers shall be able to specify ways in which a real or simulated classroom is consistent with or deviates from DARCEE principles and practices. (Strategy 3 relates closely to this objective.)

3. Teachers shall be able to arrange a real or simulated classroom in a manner consistent with DARCEE principles and practices. The arrangements of the classroom should include the placement of tables, chairs, and display areas for large group, small group, and structured free choice activities. Teachers should also make provisions for grouping the children based on data provided. (Strategies 4 and 5 relate closely to this objective.)

Strategies

1. (Time: approximately 30 minutes) Participants should read in The DARCEE Teacher's Guide portions devoted to "Grouping," "Organization and Use of Time," and "Physical Setting," (pp. 11-32) and complete the "Check Yourself" exercise on pp. 29-32. Ideally, these tasks will have been completed before the session dealing with the three Essentials begins. In this way, the actual interactions among the participants and you relevant to this lesson will begin with Strategy 2.

2. (Time: 10-15 minutes) Participants should be asked to take a moment and check their answers to the "Check Yourself" exercise by comparing their answers to those in the Appendix of The DARCEE Teacher's Guide on p. 155. Discuss items which participants missed, encouraging other participants to give reasons to support the correct answers. Such an approach would help you diagnose how well the reading was understood and encourage interaction among the participants. Following the discussion of missed items, participants could be asked to raise any questions they wish relevant to the three Essentials. Make an effort to encourage other participants to respond to questions rather than simply respond yourself.

3. (Time: 15-20 minutes) Two-dimensional floor plans on paper that simulate a bird's-eye-view of a classroom are the basic props for this activity (see the charts in Appendix B on pp.).

Participants should be assigned to small groups of two to five members, where each group will be shown via the floor plans various classroom arrangements which clearly violate the DARCEE Essentials of "Grouping," "Organization and Use of Time," and "Physical Setting." The task for the participants will be to specify in what ways the arrangements deviate from DARCEE principles and practices. Listen carefully to the responses of

the participants to help correct or clarify misconceptions and reinforce correct judgments.

Once participants are assigned to groups, you could introduce the activity be saying something like the following:

> "Now that you have read about three of the DARCEE Essentials, you should be able to identify classroom arrangements which appear to be inconsistent with them. In the activity which is about to begin, you should discuss, in your group, how the arrangements you are given are inconsistent with the DARCEE Essentials you have just read. Feel free to mark on the pages the inconsistencies you note."

Each group would then critique the arrangements for five to ten minutes, following which you may conduct a brief discussion with the entire group of teachers participating.

Strategy 3 may not require 20 minutes. Be prepared to move on to Activity 4 as soon as most of the teachers identify the DARCEE violations in their printed copies.

Another way Strategy 3 could be carried out would be as a discussion by the entire group. Participants could be shown transparencies of each floor plan projected on the screen by an overhead projector. You could call forward volunteers who could circle with marking pens or grease pencils the deviations. Brief discussion could follow the marking of deviations on each floor plan. It is important to keep the discussion brief since two more activities follow this one in this particular lesson.

4. (Time: approximately 30 minutes) In this activity the same groups as in the previous activity will deal with two tasks: They will develop a daily schedule which is consistent with the DARCEE Essential, "Organization and Use of Time," and which takes account of situational constraints. They will also arrange flannel board classroom grouping and furniture arrangements that correspond to the large group, small group, and structured free choice activities specified in their daily schedules. The arrangements should be consistent with the DARCEE Essentials of "Grouping" and "Physical Setting."

For the task of teacher developed schedules, each group should be given blank forms on which to write the sequence and time of daily activities which they would schedule in a DARCEE class. The form would include typical situational constraints, such as playground time, lunch, etc., that teachers have to plan around (see Appendix B, p. 151). You should monitor the work of each group to clear up misconceptions about scheduling and to praise instances of good DARCEE scheduling.

In the flannel board task, each group must arrange its flannel board classroom to correspond to the large group, small group, and structured free choice activities in its schedule. One person in each group should make a sketch of the arrangements of his group (these sketches could be useful as evaluation data for you). See Appendix B, pp. 143-147 for the flannelboard.

When all groups are finished with the schedules and flannel boards, their decisions may be examined in a discussion session which includes the entire group of teachers, or they may simply be placed on the bulletin board if they are satisfactory. During the discussion, if one is held, it is important that you attempt to have participants note instances of correspondence with and deviations from DARCEE principles and practices. In that way, you will be in a better position to evaluate how well they understand the principles and practices, and you will be better able to correct misconceptions.

Either while groups are working on the flannel boards or while they are discussing them afterwards, you could extend the educational function of the flannel board activity by addressing relevant questions about the arrangements to teachers. For example, you might specify, "It is the first day of school. How would you prepare the room?" or, "You are in the middle of a unit on fall. Where would you locate display areas?" or, "Indicate with the yarn where you would have large-group activities?" You could also ask questions about the arrangements in ways which would remind the teachers of DARCEE principles (if they appear to be mindlessly making arrangements). I.e., "Are these groups likely to distract each other?" or, "Why does this group have so many more students than the other two groups?"

(20-30 minutes)

This activity provides teachers an opportunity to apply DARCEE "Grouping" principles. Working in the same groups as in Strategies 3 and 4, teachers will be given data cards on individual children and will be asked to divide into small groups the hypothetical class on the basis of limited information about each child. They will group the children twice; once given data teachers would have on the first day, and then given data they would have on the third week of school. Hypothetical cards are shown in Appendix B, pp. 130-139. The cards showing information the teacher has on the first day of school include little information beyond the child's name, age, and sex. The cards for grouping on the third week will have additional information about each child's skills, attitudes, and social behavior.

First Day Grouping. Explain the procedures and purpose of Activity 5. Next, give each group of teachers a set of "first day" student information cards. Their task would be to sort the cards into the two groups that they would use at the start of the school year. (One person in each group of teachers should record the names of students in each small group.) This activity could be very brief since the grouping should be primarily on a random basis.

Third Week Grouping. Now give the teachers the "third week" student information cards. Those cards have additional information relevant to re-grouping the children. Teachers should, again, sort the cards into two groups by using DARCEE grouping criteria. This task is more difficult and will require more time than the first grouping exercise. When all teacher groups have completed the task, you and the teachers should compare various group arrangements and consider their legitimacy in terms of DARCEE grouping criteria.

Again, if observation facilities are available and time permits, it would be beneficial to schedule an observation period at some convenient time during this presentation. The participants would be instructed to note examples of the three essentials during the observation. A discussion at the conclusion of the classroom observation period would focus on these notes and observations.

Remember to make assignments for the following day and provide opportunity for written feedback at the close of each day.

Materials

Materials need for this session include:

4-15[1] sets of 6 different 8-1/2" x 11" paper floor plans that show deviations from DARCEE classroom arrangements (see Appendix B, pp. 119-126).[2]

4-15 schedule forms (see Appendix B, p. 127)

4-15 sets of first-day student information cards. There are 15 different cards in each set (see Appendix B, pp. 130-134).

4-15 sets of third-week student information cards (see Appendix B, pp. 135-139).

4-15 flannel boards that include a floor plan of fixed objects (walls, door, chalkboards, restroom, etc.) and an assortment of flannel representations of movable objects (tables, chairs, shelves, etc.). (See Appendix B, pp. 128-129.)

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[1] The quantity of materials depends upon the number of participants. There should be enough sets for each small group of teachers at the session.

[2] If you prefer to use transparencies and an overhead projector for Strategy 3, you should make the transparencies from one of the sets of floor plans using a Xerox machine or Thermofax machine and the appropriate film materials. Universities and school districts usually have the proper materials.

DARCEE

Trainees will need their Teacher's Guides and read and review the section of the Essentials (see pp. 11-32 of that book).

Other: _____

_____

Evaluation

Lesson 3

THE ROLE OF THE TEACHER

Overview

DARCEE classrooms have two kinds of teachers--Lead Teachers (one per classroom) and Assistant Teachers (one or more per classroom). The DARCEE Teacher's Guide explains the duties and role expectations for each kind of teacher. In fact, however, in no two classrooms are the roles defined identically. People vary in their skills and interests. Consequently, in one classroom the Lead Teacher may lead all songs, whereas in another the Lead Teacher and Assistant Teacher may share the leading of songs. Thus, how roles are actually defined will vary from place to place.

The DARCEE program is flexible enough to permit diversity in how roles are defined. Yet, the program insists on one basic principle; namely, both the Lead Teacher and Assistant Teacher(s) are to be considered as teachers, as planners, implementors, and evaluators of classroom instruction.

If flexibility has the strength of enabling people to capitalize on their strengths, it also has a problem. Teachers may not clearly understand what other members in their teams expect of them, and they may frequently disappoint and frustrate one another. Such problems can be extremely difficult to comprehend in specific cases, much less to resolve.

Such problems will not be dealt with in depth during the preservice session since they can be dealt with more meaningfully as they occur during the school year. In this lesson, two basic sets of ideas are presented. First, all DARCEE teachers are responsible for planning, implementing, and evaluating. Second, a set of recommendations are given on how roles have usually been defined in DARCEE classrooms. That set of recommendations may be modified by mutual consent of team members during the year.

Objectives

1. Participants shall state that in the DARCEE program both Lead Teachers and Assistant Teachers are responsible for planning, implementing, and evaluating instructional activities.

2. Participants shall be able to sort a set of tasks into those typically done by (a) Lead Teacher primarily, (b) Assistant Teacher(s) primarily, and (c) both Lead Teacher and Assistant Teacher(s).

69

Strategies

This lesson is brief, in part because this essential is simple to understand, in part because the complexities that do emerge related to this essential are most meaningfully dealt with either during an in-service training session or during an observation-feedback visit. By keeping this lesson brief, you could free up time for one or more of the following productive activities: observe and discuss a DARCEE classroom (highly desirable if possible); read portions of The DARCEE Teacher's Guide relevant to coming session; answer questions about DARCEE, workshop plans, and possible extracurricular activities. To the extent that you are prepared to deal with questions participants raise, even if those questions do not seem related to DARCEE installation, you may help allay anxieties and establish your position of leadership more fully.

(Approximately 30 minutes.) Participants will be asked to read the text of The DARCEE Teacher's Guide and complete the "Check Yourself" exercise. They should be encouraged to check their answers and make notes in the margin for any questions they want to ask.

(Approximately 30 minutes.) Next, lead a discussion focused on the reading. In the first part of the discussion discuss items missed during the "Check Yourself" exercise. If you note people have answered most of items correctly, don't hesitate to praise the performance. Next, ask if participants have any questions they want to ask. (If they have none, simply go on to the next portion of the discussion.)

The final portion of the discussion will focus on overhead projector transparencies. In Transparency 1 a cartoon is shown of the Lead Teacher telling the Assistant Teacher that she (the Lead Teacher) will write all lesson plans and will test the children to see what they are learning. Flash the transparency on the screen and ask, "In what way is this picture like or unlike DARCEE?" (Possible responses are: It is like DARCEE in that there are two teachers, a Lead Teacher and an Assistant Teacher. It is unlike DARCEE in that the Assistant Teacher in the cartoon is not expected to do all that a DARCEE teacher typically does. She is not expected to plan and evaluate as a DARCEE Assistant Teacher would do.

Transparency 2 shows a set of pictures showing the Lead Teacher signaling it is time to clean up with the Assistant Teacher helping. Again, the question is asked, "In what ways is this picture like or unlike DARCEE?" (In fact, the picture is fully like DARCEE. Participants should say how.)

Transparency 3 shows an Assistant Teacher telling a story during large group with the Lead Teacher sitting behind the group. The same question asked for Transparencies 1 and 2 is asked again. In this case, the correct response is less clear. Typically, DARCEE expects the Lead

Teacher to lead large group, but exceptions to that rule do not violate any DARCEE principle. Indeed, DARCEE permits deviations from its specific recommendations for role expectations so long as the teaching team performs those tasks necessary for the accomplishment of DARCEE's Essentials as a team.

The above transparencies may be discussed as a total group discussion, or in a variety of other ways. For example, people could be in groups of two, and in those groups discuss each transparency (each transparency may be placed on the screen for five minutes), following which a total discussion may be held. Another possibility would be to have the cartoon pictures printed and give them to small groups. Ask the groups to change each cartoon, if necessary, to be more like DARCEE. Following the alterations of the cartoons, a total group discussion could be held.

To conclude the discussion you may note how impressed you are with the performance of the teachers (if you in fact are). You could also add that smooth team operation is an ideal rarely realized in fact. You could ask, "How many of you never had an argument with your spouse?" "How many of you felt someone you worked with in the past was never unreasonable?" "How many of you would predict--just think about this, don't raise hands--you will never have a disagreement with your teammate over how things should be going in your classroom?" Then suggest that when such problems arise, they should be discussed frankly. Intelligent people differ on many things; no one should be afraid to talk out, with sensitivity of course, to one's teammates.

Following the above "sermon," let the teacher know what will be dealt with in the next portion of preservice training.

Materials

The DARCEE Teacher's Guide

Overhead projector

Screen

Transparencies 1, 2, 3 OR printed cartoons of the three situations for each small group (See Appendix B, pp. 143-147)

Other:_____

_____

Evaluation

Lesson 4

TEACHER PREPARATION

Overview

While the DARCEE essential, "Teacher Preparation," includes preservice and inservice training as well as daily planning, implementation, and evaluation, this lesson will concentrate primarily upon the mechanics of the P-I-E Cycle. Teachers should become thoroughly familiar with each component of the Cycle and demonstrate their ability to plan, implement, and evaluate activities for the classroom.

Since lesson plans are given much emphasis in the DARCEE program, you will find it necessary to devote considerable time to that aspect of the session. Remember that in the DARCEE classroom activities are to be evaluated. Writing objectives in behavioral terms facilitates evaluation. At the same time, writing such objectives is often difficult for teachers who have not been previously introduced to this method. We have found that participants usually need very clear directions and explanations as well as many opportunities to practice writing behavioral objectives before they are comfortable with this aspect of the program. As a trainer, you must be thoroughly familiar with the process in order to give the teachers the help they will need in order to implement this Essential in the classroom. Plans must be specific and appropriate, objectives must be stated in behavioral terms, and evaluation must be candid and constructive.

If you can accomplish the objectives for this session, difficulties often experienced in the Classroom Participation and Long Range Planning sessions should be greatly reduced.

Objectives

1. Teachers will be able to describe the reasons for and the nature of each component of the P-I-E Cycle (Strategy 1).

2. Teachers will be able to write lesson plans that include clearly worded behavioral objectives (derived from A Sequenced Guide for Recording Children's Progress and appropriate teaching procedures and materials (Strategies 1 and 2).

3. When presented with a list of behavioral and non-behavioral objectives, teachers will be able to label each objective according to whether it is behavioral or not. Teachers will be able to re-word the non-behavioral objectives in order to make them behavioral (See Strategy 1).

4. Teachers will be able to explain:

   a. The reason for block plans.

   b. The nature of block plans.

   c. Procedures recommended for developing them. (See Strategy 1)

Strategies

1. (15-20 minutes.) Ideally, the teacher would have read the section on Teacher Preparation in The DARCEE Teacher's Guide prior to the beginning of this lesson and completed the exercises on pp. 46-47 of that section. Begin the lesson with a brief review of the "Check Yourself Quiz" and an invitation for questions and discussion of the section.

2. (5-1/2 hours.) Begin this activity by dividing the group into teams of two and three persons each. Actual teaching teams should work together if at all possible. Explain that each team will make out a block plan for one week, using Section C of the DARCEE's Resource Unit Guide: All About Me. Be sure to demonstrate thoroughly how block plans are made. An overhead projector could be very useful here. Also refer the teachers back to their DARCEE Teacher's Guide for additional help in block planning if needed. You may wish to designate the plan as being for a specific week during the year, perhaps the third week of school. Circulate among the teams to be sure they understand the procedure and are planning appropriately for the designated time period, giving praise, explanations, and encouragement when necessary.

Next, ask each team to plan one activity using one of the concepts listed on their Block Plan. They should use a related material which you have put on display or plan an activity using the children and teachers themselves as models and requiring no prepared material.

The third section of this activity involves writing a lesson plan for the activity they have chosen. (The teams may decide among themselves who will actually write the lesson plan, but all members will be expected to contribute to the effort.)

Next, each team will be asked to role play their activity before the entire group. If necessary, they may select additional teachers to serve as "children." The team may decide which member serves as the teacher

and which as the "children." Of course the number of teams asked to role play activities will depend on available time and interest.

Following each role play activity, the team will be asked to evaluate their activity as if they were participating in a planning and evaluation session. Members of the total group may be asked to contribute their evaluative comments also. You may wish to ask the team members to write their evaluations before they evaluate the activity verbally.

If observation facilities are available, an opportunity to observe the classroom teaching team in an actual planning and evaluation session is most advisable.

Remember to ask for written feedback sheets if you are using them, and make assignments for the next day.

Materials

Block Plan forms for each team (See Appendix B)

Lesson Plan forms for each team (See Appendix B)

The DARCEE Teacher's Guide

Resource Unit Guide: All About Me

Relevant materials display

Other: _____

_____

Evaluation

Lesson 5

POSITIVE REINFORCEMENT

Overview

This particular session of the preservice may require extended discussion even after trainees have read the section on Positive Reinforcement in The DARCEE Teacher's Guide. The principles governing the use of Positive Reinforcement in the DARCEE program are explained in depth, but from past experience, it will be to your advantage to make careful note of trainees' demonstration of understanding or lack of understanding in relation to this essential and to structure the session accordingly.

One particular area where teachers have had difficulty in the past is in the sequencing schedule for using Positive Reinforcement. You may need to provide numerous examples and demonstrations to show them how reinforcement given for appropriate child behaviors is decreased after those behaviors are learned or internalized by the child.

Another area in which you may want to spend extra time is that of specific behaviors that are to be reinforced during the course of a school year. This particular sequence is discussed in the first three pages in the Positive Reinforcement section of The DARCEE Teacher's Guide.

Objectives

1. Teachers will be able to explain clearly in their own words (as if to an outsider) the following DARCEE prescriptions and assumptions about behavior modification (see The DARCEE Teacher's Guide, pp. 91-100).

   a. Children change their behavior and learn by being rewarded or punished for doing something. When children are rewarded, or reinforced, for doing something, they will want to do it again.

   b. DARCEE teachers can shape children's behavior, and indirectly their attitudes, through the use of non-material, positive reinforcers (verbal praise, smiles, hugs, etc.) when children act in desired ways.

c. Positive reinforcement may be used by a teacher to:

(1) help a child to do something he has never done before.

(2) cause a child to continue doing something.

(3) cause a child to stop doing something which is troublesome.

d. When a child's behavior is extremely distracting or is dangerous, he should be removed from the group or, in some cases, the room until his behavior improves.

2. When presented with real or simulated situations which are instances of Items a-d in #1 above, the teachers will be able to suggest teacher responses that are appropriate in the light of DARCEE prescriptions (see The DARCEE Teacher's Guide, pp. 54-61).

Strategies

1. (45 minutes.) The teachers should have read the appropriate section on Positive Reinforcement in The DARCEE Teacher's Guide prior to the beginning of this lesson. A brief question and answer session will allow you to make some estimate of the level of understanding. Exercise A in Appendix B (see pp.155-156) dealing with negative situations may be helpful here. Give each teacher a copy of the exercise and allow time for completion and a group discussion. If it seems that there are many misconceptions and that the teachers are having a great deal of difficulty with this Essential you may wish to give a general review lecture, stressing those points on which most people seem confused.

2. (30 minutes.) This activity is designed to give participants practice in the use of positive terms. You may wish to have a printed list of negative statements such as Exercise B on page 156 for each participant. The participants would then be asked to re-state either verbally to the entire group or in writing each negative statement in positive terms. If the participants write the exercise, they should be asked to read at least one of their re-worded statements to the entire group. Discussion may be encouraged if any problems are encountered.

3. (1-1/2 hours.) Divide the teachers into small groups, and ask each group to complete and discuss thoroughly each situation on the Exercise Sheets on pages 63-66 of The Teacher's Guide. Circulate among the groups answering questions and giving explanations as necessary. A group discussion of appropriate responses and misconceptions could bring this activity to a close.

Materials

The DARCEE Teacher's Guide

Exercise sheets (See Appendix B, pp. 155-156)

Printed list of negative statements

Other: _____

_____

Evaluation

Lesson 6

SKILL DEVELOPMENT

Overview

This important session deals with the basic principles for the cognitive and psychomotor aspects of the DARCEE program. The discussion of skill development in The DARCEE Teacher's Guide explains DARCEE's assumptions concerning the process through which preschool children acquire and communicate knowledge (through sensory, abstracting, and responding processes). The chapter also gives teachers a set of principles to guide their sequencing of events within Lessons as well as their sequencing of instructional activities over the course of the school year (pp. 75-77). Even though the theory underlying the sequencing principles is important, training priority should be given to the sequencing principles. Teachers need a thorough understanding of those principles in order to plan activities that will challenge the children and develop their competencies without making those activities too difficult and frustrating.

Objectives

1. Teachers shall be able to classify instructional activities as matching, recognition, or identification according to the kind of student response required (see The DARCEE Teacher's Guide, pp. 71-72). (See Strategy 1.)

2. Teachers shall be able to supply additional examples of matching, recognizing, and identifying activities (See Strategy 1).

3. Using the sequencing principles (see The DARCEE Teacher's Guide, pp. 71-77), teachers shall be able to place related instructional activities (three activities) in the proper sequence of presentation.

4. When given a hypothetical set of teaching conditions, teachers shall be able to find appropriate objectives in A Sequenced Guide for Recording Children's Progress, and write a brief lesson plan that describes the materials and instructional activities the teacher would use to accomplish the objectives.

Strategies

Three kinds of activities comprise the session. The first kind is primarily an individual activity; teachers can complete the activities by themselves by reading in The DARCEE Teacher's Guide, completing the "Check Yourself" exercises, and checking their answers against the key. The remaining two activities require close supervision by you.

Activity 1 (Approximately 40 minutes).

Activities to be completed prior to the training session. Teachers should read about Skill Development in The DARCEE Teacher's Guide and complete the "Check Yourself" exercises. Teachers should check their answers against the "key" and note which answers they would like to discuss during the training session.

Activities to be completed during the training session. Begin the session by giving a brief overview of skill development and of the activities to be used in the training session. Next, ask teachers if they agreed with the answers in the key to the "Check Yourself" exercises. As soon as all questions have been answered ask for additional examples of matching, recognition, identification, and production activities, and have the group consider the appropriateness of the examples.

Activity 2 (Approximately 45 minutes to 1 hour).

In order to successfully complete Activity 3 of this lesson it is necessary that the teachers understand thoroughly how to use A Sequenced Guide for Recording Children's Progress. The record keeping system is described on page 79 of The DARCEE Teacher's Guide. We suggest that you go through the booklet with the teachers, pointing out that each color represents a different level of difficulty and that the sequence should be followed carefully. Pay special attention to the section that may be taught at the teachers' discretion, trying to help the participants understand that the content in that section may be taught not just during small group activities, but that it may be taught also during lunch or snack time or during unit instruction in large group. Ask for examples of when and how the teachers would teach such content.

Try to make clear the participants understand that the booklet should be used each day as part of planning and evaluation and that children may be working at the second level in one area, color for example, while still in the first level in another (language development, perhaps). If you begin with color, and your children quickly accomplish all the objectives in Section 1 pertaining to color concepts, it is not necessary to wait until every child has mastered every objective in Section 1 before proceeding to

color concepts, Section II. When level I color concepts are mastered by all or almost all children in a small group, the teacher may proceed to level II color concepts immediately even though she is still working on level I objectives in other areas. This is often a source of confusion for the classroom teachers. Be sure it is thoroughly understood.

Activity 3 (Approximately 1-2 hours).

Next, perhaps using the transparency of the lesson plan format and the overhead projector, demonstrate how lesson plans are made by filling in the lesson plan form with help from the teacher for one of the hypothetical conditions listed in The DARCEE Teacher's Guide, (see pp. 82-83 of the book). Thus all teachers should understand how to use the lesson plan format for the activity.

Next, assign teachers to groups of two to five persons for the purpose of having each group complete a lesson plan for one or two of the hypothetical conditions. (By this time the workshop groups will have probably been assigned. So a new grouping would be unnecessary.) Each group should decide on objectives and activities appropriate for the particular conditions they have and should write the objectives, activities, etc. clearly with a grease pencil or transparency marker on a transparency of the lesson plan form.

As soon as all groups have finished writing their plans, they should come together in a large group in order to examine in detail and discuss transparencies of two lesson plans (time will probably be too short to examine every lesson). The teachers could analyze the lessons in terms of such criteria as: (a) appropriateness of the objectives, and (b) overall clarity of the lesson, i.e., do the objectives and strategies, as written, clearly convey the intents of the teachers?

Materials

The DARCEE Teacher's Guide

Transparency of a blank lesson plan (one per small group). (See Appendix B, p. 151)

Overhead projector

Grease pencils or washable transparency markers (one per small group).

Evaluation

Lesson 7

MATERIALS USE AND SELECTION

Overview

The Essential "Materials Use and Selection" makes a simple statement about the way DARCEE teachers select and use materials in the classroom to accomplish learning objectives for the children. DARCEE teachers are not expected to be robots who must be supplied with every objective, every activity, and every material object to be used with children. Rather, they are expected to be able to choose from alternative materials or create materials needed in order to facilitate the attainment of specific skill objectives. DARCEE teachers should be able to take advantage of situational factors, such as specific weather conditions or specific foods served at snacktime, and to choose or create materials which are especially appropriate for their particular classrooms. For example, many different kinds of materials could be used to teach texture concepts. A DARCEE teacher could choose one or more commercial materials, or if none of the available materials was acceptable, the DARCEE teacher would create his or her own appropriate materials to teach those concepts.

This session is designed not only to help participants understand the nature of the Essential, but to help them develop some competency in applying it.

Objectives

1. Participants shall be able to recall and explain the following notions relating to the Essential of Materials Use and Selection:

   a. Materials are selected and used to facilitate the accomplishment of DARCEE's cognitive and attitude objectives with children.

   b. Materials especially valued by DARCEE are clearly related to the particular concepts being taught, are versatile in the sense that they can be used to teach a variety of concepts and skills, and can be combined with other materials to develop more complex skills.

c. DARCEE teachers are expected to take an active role in choosing or developing materials to be used in their classrooms.

2. Participants shall be able to select and verbalize one or more objectives to be accomplished, the material(s) to be used, and the manner in which the material(s) will be used to accomplish the objective(s). They should demonstrate clearly the relationship between the objectives and the materials and the relationship between the planned use of the materials, and the objectives. (Strategy 3 and 4.)

Strategies

The sequence of activities outlined for Materials Use and Selection generally relate to the objectives which were specified in the previous section. However, due to the shortage of time for this Essential, two general concerns receive high priority in the activities for this session. The first concern is that the teachers should understand the importance of the relationship between skills and attitudes and the materials chosen. The second concern is they should be exposed to many examples of materials that may be used in DARCEE classrooms. The assumption is that they will more likely make creative and appropriate choices of materials if they have been exposed to many alternatives.

The following sequence of activities could be used to accomplish the objectives listed earlier:

1. (15 minutes.) The teacher should read about Materials Use and Selection in The DARCEE Teacher's Guide, and they should ask you about parts they do not understand. Make the reading assignment the day before session so that they will have read the material the evening before the session.

2. (30 minutes.) If possible, the teachers should observe in a demonstration class a DARCEE teacher using materials as a vehicle for the teaching of concepts and skills. Help them focus on important features of the teaching, if possible.

3. Next, give the teacher an opportunity to examine, manipulate, and ask questions about a sizable collection of materials typically used in a DARCEE classroom with skill cards placed in front of materials (placed on tables situated around the training area). These cards should list skills which could be accomplished through the use of each material. Remember to encourage use of the materials by the teachers as well as questions.

Three or more tables of DARCEE-like materials (pegboards, parquetry blocks, flannel boards, roulette wheels, cubes, etc.) would be situated in

the training area where teachers can easily sample them. This is strictly a participation activity. Looking, touching, and talking by the teachers is the basic activity.

4. Finally, the teachers should decide upon a single DARCEE objective as the focus for a lesson plan. Complete lesson plans need not be written.

This may be a verbal activity in which each teacher simply states the objective, the material and how it could be used to accomplish the objective. Each teacher should pick from one of the tables a tangible material to use to facilitate the learning of the lesson's objective(s). Emphasize the importance of making an appropriate choice of materials using ideas specified in the reading. Feedback from you should be based on the relationships of objectives to materials. Remember that one material may be used to accomplish a number of objectives.

Materials

The DARCEE Teacher's Guide

3 or more tables filled with materials that may be used in DARCEE classrooms such as pegboards, parquetry blocks, roulette wheels, flannel boards, etc.
(See Appendix B, pp. 159-165)
Skill Cards (See Appendix B, pp. 130-139)

Other: _____

_____

Lesson 8

ATTITUDE DEVELOPMENT

Overview

Teachers invariably affect the attitudes of their students. Through the activities they select, their reactions to student behavior, be these rewards or punishment, teachers influence children's feelings toward school, toward other persons, and toward themselves. The DARCEE program recognizes the potency of the influence of teachers and of the classroom milieu on students' feelings. The potential influence is a critical consideration in developing the means and the ends of the DARCEE program. The DARCEE Teacher's Guide provides a detailed discussion of DARCEE's attitude objectives and how teachers should operate to accomplish them. Be certain to study that reading carefully. In it you will note that DARCEE's notion of attitudes not only pertains to positive sentiments toward self, toward other people, and toward tasks and learning, but also to behavior in children that seem to have personal and social utility, such as independence, behaving according to teacher's standards, sharing, cooperation, persistence, internalized standards of excellence, and so on.

The objectives and activities of this session are designed to help participants not only understand DARCEE's attitude development program, but also to help them develop some skill in relating DARCEE attitude labels to behaviors and in suggesting appropriate strategies for accomplishing DARCEE's attitude objectives.

Objectives

1. Teachers should be able to give specific examples of behavior related to each DARCEE attitude objective.

2. Using a written description of a child's behavior, teachers should be able to rate the child's behavior for each objective according to its correspondence with DARCEE attitude objectives (see Attitude Diagnosis Record in Appendix B of The DARCEE Teacher's Guide .

3. Teachers should be able to describe strategies (teacher behavior, classroom arrangement, use of materials, etc.) that are likely to facilitate an individual student's progress (See "Tom: Hypothetical Case"

and the role play cards, in The DARCEE Teacher's Guide, pp. 111-112, toward each DARCEE attitude objective (see Attitude Diagnosis Record in The DARCEE Teacher's Guide).

Strategies

The first phase of the Attitude Development training session consists of the teachers reading and trying to comprehend the fundamental ideas of the Attitude Development section of The DARCEE Teacher's Guide, pp. 88-111. The purpose of the second phase of the training session is to give teachers a chance to apply the ideas of the DARCEE Essentials of Attitude Development. Two options are listed for the kind of activity that may be used for the application phase of the training session.

1. (30 minutes.) The Attitude Development portion of The DARCEE Teacher's Guide, pp. 88-111should be read by teachers the day before this training session, if possible. Using a transparency of the Attitude Diagnosis Record found in the Appendix of The DARCEE Teacher's Guide help teachers understand the attitude objectives well enough to use the Diagnosis Record. Your directions to the entire group of teachers could be something like this:

> "Each of the examples of students' behavior given in the DARCEE Teacher's Guide, pp. 99-110 can be placed in one of the three columns of this record. Use the transparency to explain the meaning of the columns and rows on the record. Can we classify, by filling in the appropriate columns on the chart, a few of the examples of student behavior given in the teacher's manual? The narrative in the manual has already indicated an attitude area, "independence" for instance (see pp. 92-93. Our task is to decide into which column on the chart the student's behavior should go and to write in the top blank a brief description of the behavior. On the second row ("teacher behavior recommended"), we could describe one or more changes a teacher should make in her behavior in order to move the child toward the desired attitude-related behavior. If the child's behavior is up to par with the desired objective, we might recommend no change in her behavior toward that child."

In supervising this activity ask teachers how they would fill in the record, using the examples given, and help them to justify answers by asking probing questions. Appropriate responses should be reinforced. The number of examples might go quickly with teachers having no difficulty. On the other hand, two or three examples may require much discussion. This activity should accomplish two things. First, it should give teachers a chance to check their understanding of the reading. Second,

it should introduce teachers to the use of the Diagnosis Record which will be used in the following activity.

2. (2 hours.) Option 1 with role play cards. Divide the teachers into small groups of 5 to 7 persons for this activity. Each group should then be given one or more role play cards (see Appendix B, pp. Each card specifies a set of hypothetical conditions to which teachers should respond according to their understanding of the DARCEE Attitude Development Essential. Each group of teachers is responsible for planning and carrying out a short role play which utilizes persons in the group as lead teacher, assistant teacher and preschool students depicting and reacting to the conditions specified on the card in terms of the particular attitude objectives listed on the card.

Each role play would be followed by an analysis by the teachers. The analysis should consider three basic questions: (a) were the character portrayals in the role play reasonably similar to those a teacher would find in a real classroom in the situations listed on the card? (b) were the lead teacher's and the assistant teacher's actions appropriate for the DARCEE attitude objectives listed on the card? (c) are there other ways the teachers in the role play could have behaved that could have fostered the proper attitudes in children?

The cards specify some of the conditions for each role play: namely, attitudes to work on, time of the year, activity, and other information. Teachers will also have to make up additional information about the teaching situation by relying on their past experience with children. For example, card #1 indicates the time of arrival on the first day of school. The teachers will have to go beyond this information by trying to imagine what might be the feelings on their first day of school. Will some children be shy, perhaps crying? Will the children know each other? How easily will children leave their mothers (and visa versa)?

We recommend that teachers first be given cards for early in the school year since that is the time teachers will first confront. If time permits, the other cards may be used. We also recommend that you emphasize that DARCEE attitude objectives should not be considered in piece meal fashion. Teachers should not concentrate on one attitude, say Self-Esteem, while ignoring or even perhaps violating other attitude objectives. Option #1 perhaps implies a piece meal approach, making it crucial to emphasize the contrary notion.

Option 2. Divide teachers into teams of 2-5 teachers (hopefully leaving teaching teams in tact) for this activity. Materials needed are: (a) copies of "Tom: A Hypothetical Case" for each teacher, and (b) copies of the "Attitude Diagnosis Record" for each group of teachers. The major phases of this activity are:

1. Introduce the "Tom" case by explaining that this activity will require teachers to apply the DARCEE attitude notions by diagnosing student behavior and recommending appropriate teacher strategies.

2. Ask teachers to read the "Tom" case, and then to complete, in their groups, the Diagnosis Record for the case. If they feel that the information is incomplete, they should write "need more information" in the proper space. (The first two phases probably take about one hour to complete.)

3. When all groups have completed the charts on Tom's case, they should compare results in one large group with a trainer leading the discussion. Blank transparencies of the "Diagnosis"chart can be used during the large group discussion. (This phase will probably take 40-60 minutes.) Again, use this discussion to correct misconceptions and reinforce suitable responses.

Lesson 9

UNIT APPROACH

Overview

The DARCEE Essential "Unit Approach," described in The DARCEE Teacher's Guide (see pp. 113-21), will be dealt with briefly during preservice training, since the Essential can be dealt with in greater depth during an early inservice training session.

One point that needs emphasis is that DARCEE does not expect teachers to restrict themselves to using DARCEE's printed resource unit guides and that DARCEE also advises people using the guides to use them primarily as resource materials, borrowing ideas from them that seem useful. For that reason, the activity to be carried out during this portion of the preservice sessions will focus on participants developing general plans for units using a DARCEE resource unit guide as a resource book.

Objectives

1. Participants shall be able to explain correctly the main features of the unit approach, including when units are taught, how they are developed, and how they are sequenced (see The DARCEE Teacher's Guide, pp. 113-21). (See parts 1 and 2 of the lesson.)

2. Participants in teams shall be able to plan a sequence of activities organized around a common theme. The sequence need not include all details, since they could be added later. It should meet the following criteria:

   a. Several days of activities should be specified.

   b. The activities should be organized about a common theme.

   c. The activities should be related to specific DARCEE objectives.

   d. The activities listed differ from one another, providing variety.

Strategies

There are three parts to this lesson. First, participants will read The DARCEE Teacher's Guide, pp. 113-21. Second, they will demonstrate their understanding of the Essential (Objective 1) by discussing Part I of the "Check Yourself" Exercise (see Teacher's Guide, pp. 118 Finally, they will develop block plans for two weeks using the Resource Unit Guide: All About Me, A Sequenced Guide for Recording Children's Progress, Part II of the "Check Yourself" Exercise, and their own teaching experiences as resources.

1. Participants should read the "Unit Approach" in The DARCEE Teacher's Guide prior to the session dealing with the Essential. They should not complete the "Check Yourself" Exercises before the session.

2. Group teachers in their teams, following which they are asked to discuss Part I of the "Check Yourself" Exercise. Give them up to 30 minutes for their discussion, following which participants should be asked to share their answers.

3. After a brief break reassemble people into their teams. Direct them to read the directions to Part 2 of the "Check Yourself" Exercise. Go through those directions showing them how they can use All About Me and A Sequenced Guide for Recording Children's Progress as resources.

Once the directions are clear, let them work on their units, providing them with one to two hours of work time and with any help they need. After block plans are completed, a short break could be taken, during which you could take one to two block plans and make Thermofax transparencies of them.

Once the transparencies are made and the break is completed, have the team(s) who developed the block plans from which transparencies were made show their plans on the overhead projector, explain their unit, and answer questions. If the necessary equipment is not available or if you are pressed for time, each selected unit could be duplicated and a copy given to each participant on the following day, each unit could be written on the blackboard, or each unit could be explained verbally to the group.

Materials

Resourse Unit Guide: All About Me

A Sequenced Guide for Recording Children's Progress

The DARCEE Teacher's Guide

Transparency film

Overhead Projector

Thermofax Machine

Other: _____

_____

Evaluation

Lesson 10

PART A: OBSERVATION AND PARTICIPATION IN A DARCEE CLASSROOM

Overview

The value of observation and participation in a DARCEE classroom can hardly be overemphasized. In some situations, however, a classroom for observation and participation is not available. In such cases, try to substitute audio visual materials. While a full day of observation of a DARCEE classroom may be informative and interesting, a full day's viewing of video tapes is often an experience in bordeom and sleep. We suggest that you use great caution in such circumstances to provide brief episodes with guidance toward observation of those aspects of the program which have special importance for the teachers and frequent breaks for discussion, questions, and simply "moving about."

Where there is no classroom to observe, there probably will be no classroom in which to teach. In this case, we recommend that you devise an effective practice session for your teachers. Carefully planned and focused role play is, of course, the most obvious substitution for practice in a "real" DARCEE classroom with "real" four and five-year olds. You may find it necessary to use other methods as well.

This lesson is designed to be used in a location where an operating DARCEE classroom is available for observation and participation by the teachers. Brief observations of the classroom should be planned as a part of the daily sessions as early and as frequently as possible. They should be focused upon one or two specific aspects of the program, usually having to do with the Essential(s) being discussed on that particular day. Plan the observations so that the teachers see activities at different times of the day. You may find it worth while to ask observers to take notes on particular aspects of the program for discussion later. Be sure to plan time for reaction to and discussion of the observation so that the teachers may ask questions and express any reaction they may have.

Participation in the classroom provides the participants with an opportunity to practice what they've learned in an actual classroom situation with typical, energetic children. In addition, it involves the participants in the complete P-I-E Cycle (planning an activity for a small group; going into the classroom and implementing the plan with the children; analyzing and evaluating the activity after the implementation). Of course, the number of participants and the time available determines the amount of practical classroom experience available to the teachers. Most trainers would agree that within reasonable limits, the more times the teachers are directed through the P-I-E Cycle, the easier it will be for them to

perform and the more confidence they will have in their ability to be competent DARCEE teachers.

Objectives

1. The participants will ask questions or make comments following observation periods related to implementing the Essentials.

2. Each participant write one or more plans for an activity on lesson plan forms (see Appendix B, p.150).[1]

3. Each participant will implement the activity or activities he planned in the classroom with a group of children during a designated time.

4. The participants will evaluate the activities implemented in the classroom.

Strategies

1. Pre-teaching strategies:

a. Divide participants into teams, depending on the number of participants, number of days available for observation and participation and number of children in the classroom. Assign teams to time slots on the daily schedule form (see p.100 below).

b. Review the lesson plan and daily schedule form with the participants.

c. Discuss with the teachers what objectives, materials, and activities are available for each team.

d. Observe the demonstration classroom with the teachers. During this time guide their observations, helping them focus on significant events in classroom and answer questions or elaborate on comments the teachers make.

e. Have participants choose which objectives, materials, and activities they will use with their group of children.

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[1] In cases where there are many participants at the training session, some of whom demonstrated competence as DARCEE teachers in previous years, it may be desirable that the experienced DARCEE teachers be exempted from Objectives 2 and 3 to give you more time to work with those who are inexperienced.

Judging from our past experiences you will probably need to be active in helping teachers select materials and activities, and you may need to give participants a great deal of assistance in actually writing the lesson plans. Questions such as, "What standards will you set?" "How will you give out the materials?" "Where is the most appropriate place to have this activity, on the table, on the floor, or in a circle of chairs?" "How will you introduce the activity?" "How will you close the activity?" "What buffer will you use and how will you determine when and if it is needed?" should be asked whenever necessary. Special information on how to cope with any behavior problems should be given. Your teachers should be assigned specific groups of children, given an opportunity to observe them during activities and become familiar with their names and specific problems and abilities. Of course, these assignments would be made prior to selection of objectives, materials, and activities.

Before participants actually go into the classroom, check to be sure their materials are ready and their lesson plans are complete. Answer any questions they may have, and do your best to alleviate any fears they may have.

2. Strategies to be used during the teaching phase:

Take careful notes during their implementation of activities in the classroom and ask that any observing trainees who will participate in the evaluation session do the same. In this way objective evaluations are possible and specific instances may be discussed. (You may want them to use Observation Form found in Appendix B, p. 175.)

3. Strategies to be used during the post-teaching phase:

Following the implementation period and after participants have written an evaluation of their activity on the lesson plan, all observing and participating teachers should meet together with you for an evaluation session. Each participant could then evaluate the activity verbally with your assistance and that of other members of the group.

4. Managing logistical problems:

If you are the only trainer you may find classroom participation an extremely challenging logistical exercise. Careful planning and efficient use of time is crucial. The following schedule is merely a suggestion. It is intended to demonstrate how one trainer might organize her time while putting participants through a classroom with 3 groups of children.

On the morning of the 7th day (See Preservice Training Session Schedule, page 16, the trainer would assign each participant one group of children and indicate the time period and day of each participation. If you refer to the Daily Schedule, page 15, you will see that it includes 2 small groups and a structured free choice activity during the 9:30-11:15 time period. Thus 3 participants could implement an activity during each of 3 time periods:

Team 1	Ann	Group 1	1st Small group
	Betty	Group 2	1st Small group
	Joan	Group 3	1st Small group
Team 2	Bill	Group 1	2nd Small group
	Polly	Group 2	2nd Small group
	Jim	Group 3	2nd Small group
Team 3	Kathy	Table 1	Structured free choice
	Julia	Table 2	Structured free choice
	Carolyn	Table 3	Structured free choice

As you can see, nine people can participate each day. Since the 10 day preservice schedule allows two days for classroom participation, 18 people could implement one activity each in this matter. If the trainer had 22 participants, large group, snack or lunch times could also be utilized. If fewer participants were present, the number of activities each person was to implement could be increased or the remaining time could be used for the development of materials or in other ways thought advisable by the trainer.

Following the assignment of groups and time slots, all teachers might be asked to observe the group to which they have been assigned, paying close attention to individual differences among the children and how the teacher works with each one.

Now let's assume that the nine people listed above are expected to participate on the morning of the 8th day of the session. These nine people would meet with the trainer on the afternoon of the 7th day for a planning session. With his assistance they would choose objectives, materials, and activities at this time. They would also write lesson plans, collect or develop materials, and place them in an appropriate place for use the next morning. Meanwhile, what about those teachers who will not participate until the morning of the 9th day of the session and who are not included in the planning session on the afternoon of the 7th day? The trainer must provide a worthwhile activity for this group so that they will not lose valuable time. Materials development is such an activity.

On the morning of the 6th day all nine participants in Group A will come to the classroom. While Ann, Betty, and Joan implement their activities in first small group the remaining six will observe and take notes so that they may participate constructively in later evaluation. Group B (those participants not involved in the classroom) will make materials during this time.

At the close of the last activity implemented by Group A, that of Kathy, Julia, and Carolyn, the trainer meets with the group for an evaluation session, followed by planning with members of Group B, who will participate in the classroom the following morning. Group A, which has now completed the P-I-E Cycle will work independently on those materials already developed by Group B while the trainer repeats the entire P-I-E Cycle with Group B in the manner previously described for Group A. The schedule looks something like this:

Day	Time of Day	Group A	Group B
7	Afternoon	Planning session with trainer	Develop materials independently
8	Morning	Observe and teach	Develop materials
	Early afternoon	Evaluate	Develop materials
	Mid- and late-afternoon	Develop materials independently	Planning session with trainer
9	Morning	Develop materials	Observe and teach
	Early afternoon	Develop materials	Evaluate

Materials

Lesson Plan Forms

Classroom schedule

A variety of classroom materials that the teams may use

A Sequenced Guide for Recording Children's Progress

Names of children in each group (ideally with snapshots and with special information on children)

Observation Forms (see Appendix 10B, p. 175)

Supplies for Group B (see p. 179-186)

Other items: _____

_____

Evaluation

Lesson 10

PART B: MATERIALS DEVELOPMENT

Overview

Materials development is an important part of preservice training for DARCEE teachers. Teacher-made materials are relied on quite often in the implementation of the classroom curriculum.

The trainer will need to organize time, materials, and space for effective and efficient materials development.

Objectives

The participants will be able to make completed starter sets of the following teaching materials:

Color Lotto
Shape Lotto
Parquetry Design Cards (Defined Areas)
Dot Lotto I
Dot Lotto II
Cube Pattern Cards
Parquetry Pattern Cards
Single Sheet Pegboard Design Sequence
Sound-A-Like Jars
Willie the Weatherboy (Flannel Set)
Sally the Weathergirl (Flannet Set)
Flannel Face
Three Bears and Goldilocks (Flannel Set)
Three Pigs (Flannel Set)
The Speckled Frogs (Flannel Set)

and if time permits.....

Parquetry Design Cards (Undefined Areas)
Pegboard Design Booklets - Sequence I
Pegboard Design Booklets - Sequence II
Dot Lotto III
Cube - Symbol Cards (Shapes)
Cube - Symbol Cards (Abstract)
Cube - Symbol Cards (Numerical)
Three Billy Goats Gruff (Flannel Set)
A Surprise for Mrs. Bunny (Flannel Set)
Clown (Flannel Set)
Chicken Little (Flannel Set)

Strategies

1. Preparation strategies:[1]

   a. Locate and organize appropriate work space for use for materials development time. This would include ample table space, space available to organize raw materials for easy access, and space available to store completed materials.

   b. Calculate quantity of each raw material needed and obtain. See Appendix B, pp.

   c. Provide appropriate-size boxes for participants to store completed materials, and label according to the classroom team.

   d. Provide a large chart (listing each material to be made) for each classroom team to keep track of materials completed.

2. The items above are preparation strategies on your part. After they have been completed, assign materials to specific teams to work on. For example, Team 1--Dot Lotto; Team 2--Single Sheet Pegboard Design Sequence; Team 3--Three Bears (Flannel Set). This type of organization prevents participants from standing in line to use paper cutter, waiting for scissors, glue, magic markers, rulers, etc. (Since you cannot be both with Group A and Group B, you may find it helpful to select a teacher to be responsible for helping teams if they are having difficulties. You could give that teacher special instruction a day or two in advance.)

3. Refer participants to "Raw Materials Needed for Materials Development" for the quantity of each raw material needed per set of teaching materials. Copies of the document may be handed out to each team or placed on the bulletin board.

4. Raw materials will be organized for easy access by participants.

5. When possible, you or your substitute (see Strategy 2) should circulate among participants assisting and answering questions related to materials development.

---

[1] Strategy 1b must be carried out well in advance of the preservice training session.

Materials

Materials Development and Use

"Raw Materials Needed for Materials Development"
(see Appendix B, pp.

One large box for each team with labels attached

Chart listing materials to be made by each team

Appropriate quantity of raw materials (see Appendix B, pp.

Other: _____

_____

Evaluation

Lesson 11

PARENT INVOLVEMENT

Overview

The Parent Involvement phase of training is primarily concerned with helping participants outline possible strategies for involving parents in the absence of a home visitor. (The session would need to take a somewhat different direction if a home visitor is to be trained along with the teachers.)

Trainees would not be expected to outline a specific parent involvement program but they should be given an opportunity to explore several avenues of working with parents so that there will be some form of parent involvement associated with every DARCEE classroom.

Objectives

1. Teachers will be able to give at least one sound reason for DARCEE teachers involving parents of their students in the education of children. Among such reasons:

   a. Parents tend to overemphasize negative reinforcement in the rearing of children. A parent involvement program would emphasize positive reinforcement.

   b. Parents are in a good position to prepare their children for the experience of formal schooling.

   c. Parents are in a position to help their children retain and extend concepts, skills, and attitudes fostered at school. (See Activity 1 and 3.)

2. Teachers will be able to list at least two ways they can develop a parent involvement program in their classrooms. Among such ways are:

   a. Meet with parents when children are not present. Inform them about what their children are doing, and suggest ways the parents could be of help.

b. Use regular school meetings, like P.T.A. to inform parents of DARCEE activities. (See Activity 2.)

Strategies

1. (15-30 minutes.) Participants should have read the section on Parent Involvement in The DARCEE Teacher's Guide prior to the beginning of this lesson. Provide an opportunity for questions and discussion of the Essential.

2. (1 hour.) Divide the group into teaching teams or small groups. Each team or group should be given approximately 45 minutes to develop a list of possible ways to involve parents in the program. These lists should then be collected and duplicated. Before the close of the preservice training session each participant should receive the duplicated lists, together with the document "Ways of Involving Parents," if you find that document is useful. You may wish to spend a brief period of time discussing the suggested methods with the entire group either before or after the lists are duplicated.

3. (A 1 hour optional activity.) For discussion purposes present the entire group with a true-false quiz such as the one contained on page of this manual dealing with attitudes towards parents. Allow sufficient time for discussion of each question and encourage the participants to discuss the questions among themselves. It is expected that people will differ in how they answer such questions and that a discussion of them would help the teachers examine their assumptions concerning parents and parent involvement.

Materials

True-False Quiz (see Appendix B, pp. 189-190)

The DARCEE Teacher's Guide

"Ways to Involve Parents," (see Appendix B, pp.

Other: _____

_____

Evaluation

Evaluation (continued)

Lesson 12

LONG-RANGE PLANNING

Overview

Near the conclusion of the preservice training, usually on the last day, a sizeable block of time is devoted to long-range planning.

Ideally, the members of the teaching teams not only know their assignments but have had an opportunity to visit the classrooms in the schools (or centers) in which they will teach. They should, therefore, be knowledgeable about their particular schedules for lunch and outdoor play time if these facilities are to be shared with others, familiar with the proximity of their classroom to bathrooms, cafeterias, and playgrounds, and have an idea how much time should be allowed for transitions which necessitate leaving the classroom.

During the long-range planning session the teachers will be grouped into teams who will actually teach together in the classroom thus simulating the daily planning and evaluation session which is discussed elsewhere in this manual.

Objectives

1. Participants will apply the principles of scheduling to their particular classrooms. (See Activity 1.)

2. Participants will develop block plans for the first two or three weeks of their classroom operation. (See Activity 2.)

3. Participants will write lesson plans for activities to be conducted the first week their classrooms are in operation. (See Activity 3.)

4. Participants will plan specifically for the first day their classroom is in operation. (See Activity 3.)

5. Participants will do the above planning with their own team members. (See Activity 3.)

Strategies[1]

1. (30 minutes to 1 hour.) First, each team will construct its own particular daily schedule. The DARCEE program may be implemented in either a half-day (3 or 3-1/2 hours) or a full day (6 hours). You may begin by leading a discussion with the participants in things to remember in preparing a schedule for the first part of the year. Be sure to review relevant parts of the Essential, Organization and the Use of Time presented earlier. The teams will have time during this session to write out "trial schedules" for the first few weeks of school. Schedules previously developed in lesson on Scheduling could also be used. Then these schedules will be discussed, observing where teams have recognized the child's short attention spans early in the year and the need for additional time for transitions until a routine is established. Be sure to offer appropriate praise and suggestions.

If needed, spend time working with individual teams. Continue this part of session until both you and the teams are satisfied with all developed schedules, and take advantage of opportunities to discuss how this schedule may change as the year progresses.

2. (1-3 hours.) Indications are that it is helpful for the teams to make block plans for the first three weeks of school preservice training. Introduce this portion of this session by indicating how and when block plans are usually made, emphasizing that team teaching necessitates team planning in advance. Review with the teachers the procedure for block planning, indicating the role of each team member. Sequencing principles, unit teaching, and characteristics of the preschool child should be reviewed by the participants with you as discussion leader.

More specifically, appropriate objectives for the first weeks will be listed. (The first week of school is used for orientation: the second week for evaluation of the skill and attitude development level of the children. This evaluation is necessary to insure proper grouping of the children.[2] Often the first unit, All About Me, begins the third week and continues through the fourth week.)

---

[1] Before the session participants could be asked to read Chapter 5 of The DARCEE Teacher's Guide.

[2] The evaluation is to be carried out unobtrusively in the context of enjoyable activities like play with blocks, crayons, looking at pictures, singing songs, and doing finger plays.

Suggested activities will necessarily vary according to the availability of materials such as clay, paper, paste, books, and assorted manipulative toys. It seems that no matter how hard we try, classrooms just seem to NOT have all the equipment (chairs, tables, and cabinets), materials, (books, records, puzzles, blocks, and beads), and supplies (expendable items like paper, paint, paste, and clay). So all block plans may not be the same, since plans will necessarily reflect available materials.

3. (One or more hours.) Written lesson plans are vitally important to the DARCEE planning, implementation and evaluation (P-I-E) cycle. Review the training session on how to write lesson plans as described in "Teacher Preparation" section of this manual. The participants have had experience in writing lesson plans during preservice training, since they wrote plans for the activity (or activities) for which they were responsible in the classroom. Any problems, misconceptions, or confusion should be cleared up before the participants are asked to write lesson plans for their activities for the first three to five days. The lead teacher will assume the role of team leader and give assistance to other team members as needed. The teachers will write lesson plans for both small groups, and the lead teacher will write lesson plans for both large groups and both of her small groups. Circulate among teams to give assistance, clarification, feedback, and positive reinforcement.

Lesson plans may be shared among teams, but this is not necessary. This session should continue until you and the participants are sure that most or all questions have been answered and cloudy areas cleared.

Materials

Block Plan Forms

Lesson Plan Forms

A Sequenced Guide for Recording Children's Progress

The DARCEE Teacher's Guide

Resource Unit Guide: All About Me

Other: _____

_____

Evaluation

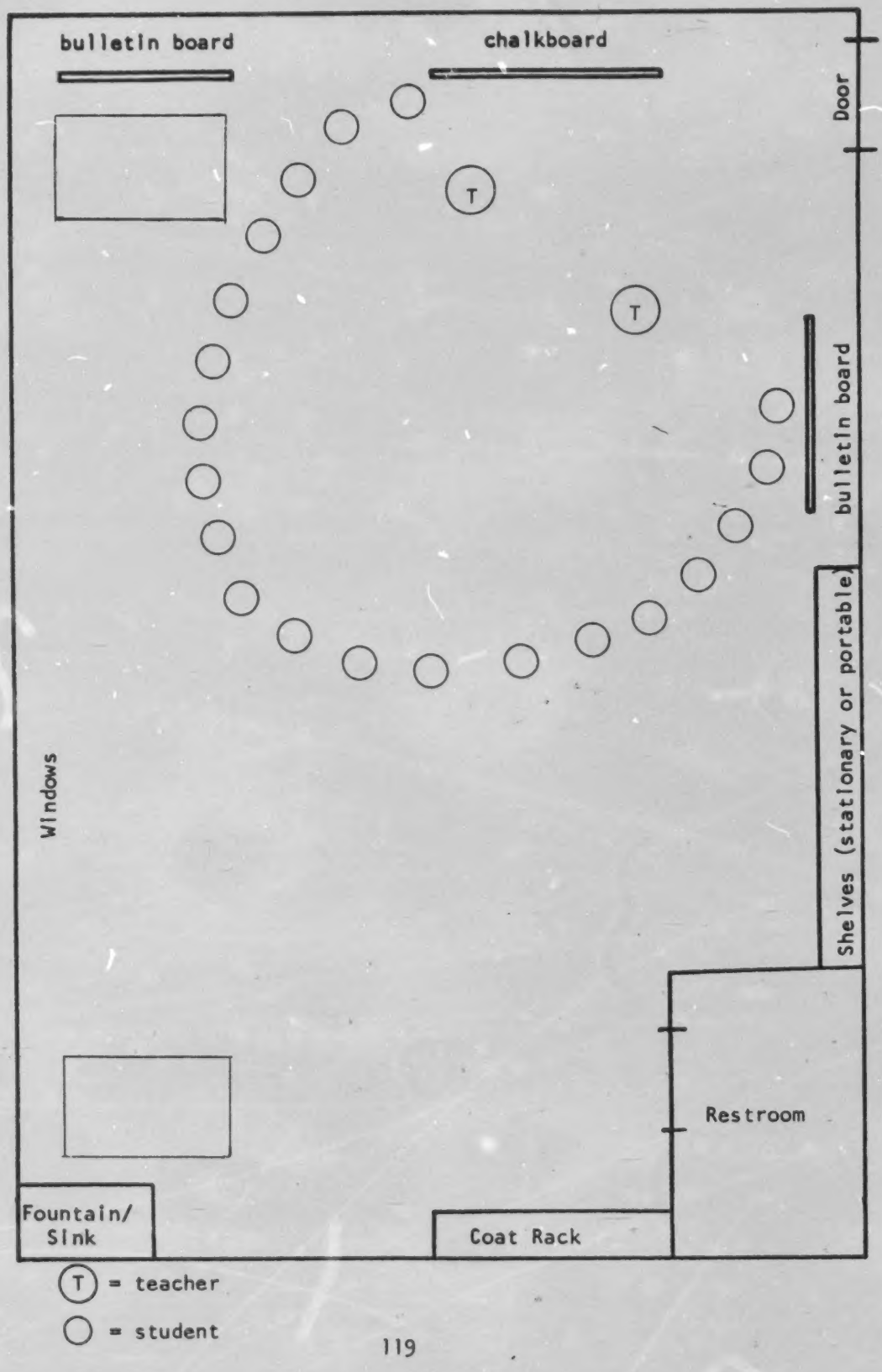
Evaluation (continued)

APPENDIX B

SPECIAL MATERIALS NEEDED FOR PRESERVICE TRAINING[1]

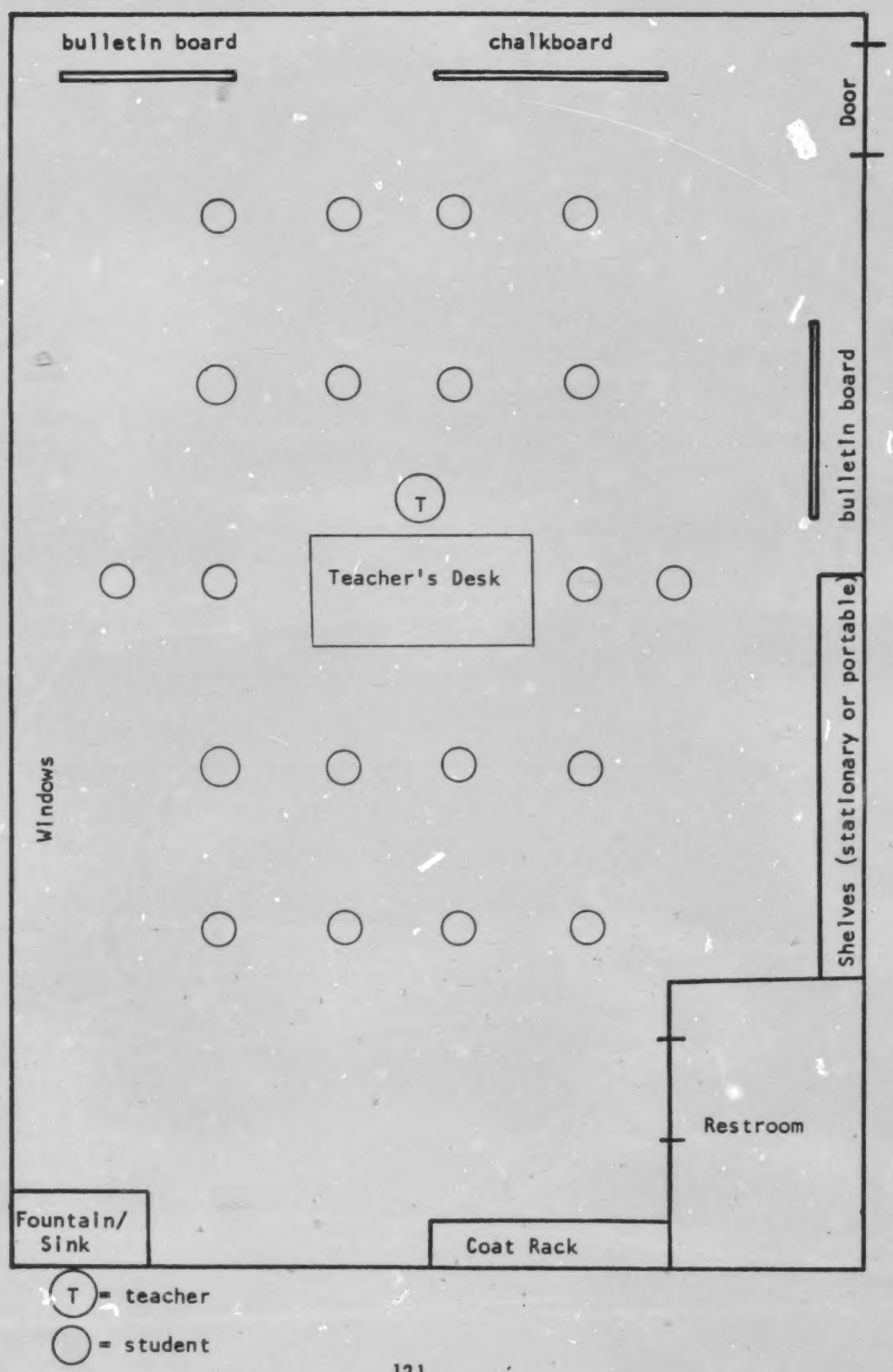
[1]Materials included in this part of the Appendix are those that will need to be reproduced as transparencies or as handouts.

LESSON 2


bulletin board
chalkboard
Door
T
T
bulletin board
Shelves (stationary or portable)
Windows
Restroom
Fountain/
Sink
Coat Rack
T = teacher
= student

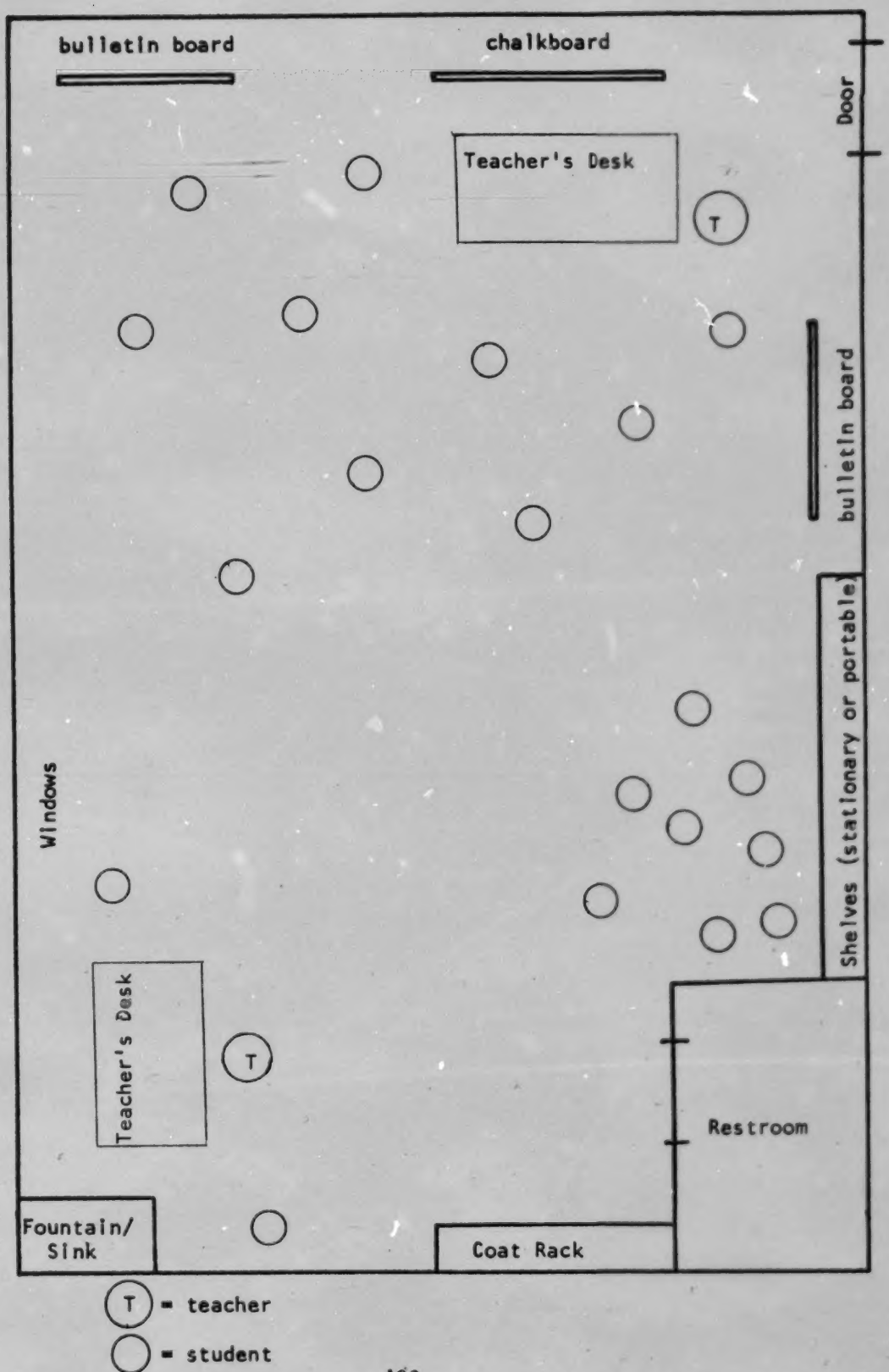
COMMENTS:

Here the children are correctly positioned for a "large group" activity, but the teachers are not. The lead teacher should direct large group activities while the assistant teachers position themselves behind the students in order to provide additional verbal and physical reinforcement of student participation. Note also that small groups should remain intact in the large group.


bulletin board
chalkboard
Door
bulletin board
T
Teacher's Desk
Windows
Shelves (stationary or portable)
Restroom
Fountain/
Sink
Coat Rack
T = teacher
= student

COMMENTS:

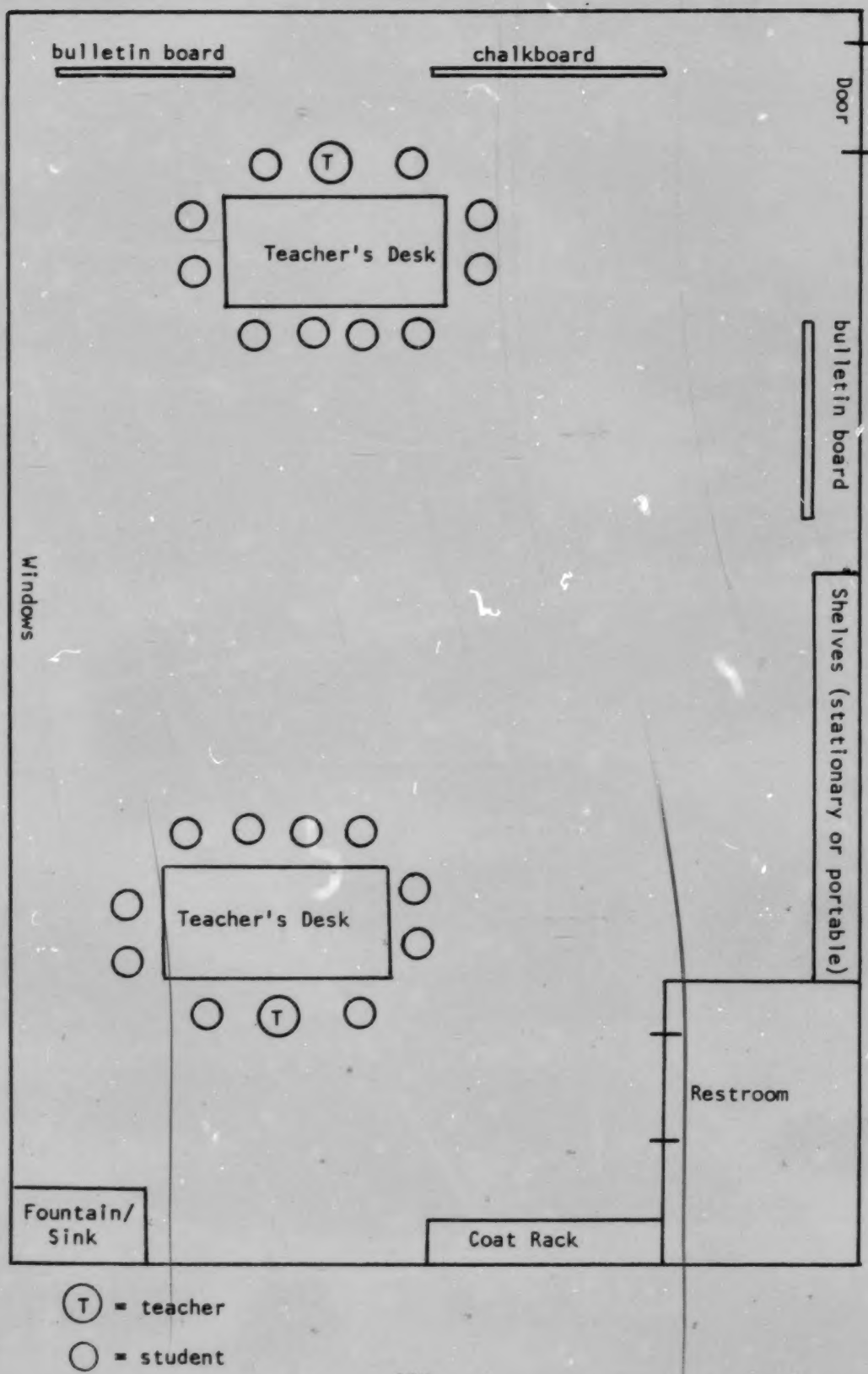
This is unlike DARCEE in at least two respects. First, "large group" activities are never performed with pupils in multiple rows. Second, there should be more than one teacher in the classroom.


bulletin board
chalkboard
Door
Teacher's Desk
T
bulletin board
Shelves (stationary or portable)
Windows
Teacher's Desk
T
Restroom
Fountain/
Sink
Coat Rack
T = teacher
= student

123

COMMENTS:

Obviously this arrangement is inappropriate due to the placement of the teacher's desks and the lack of grouping for the children. There are no clearly demarked small group or structured free choice areas.


bulletin board
chalkboard
Door
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Teacher's Desk
bulletin board
Windows
Shelves (stationary or portable)
Teacher's Desk
T
Restroom
Fountain/
Sink
Coat Rack
T = teacher
= student

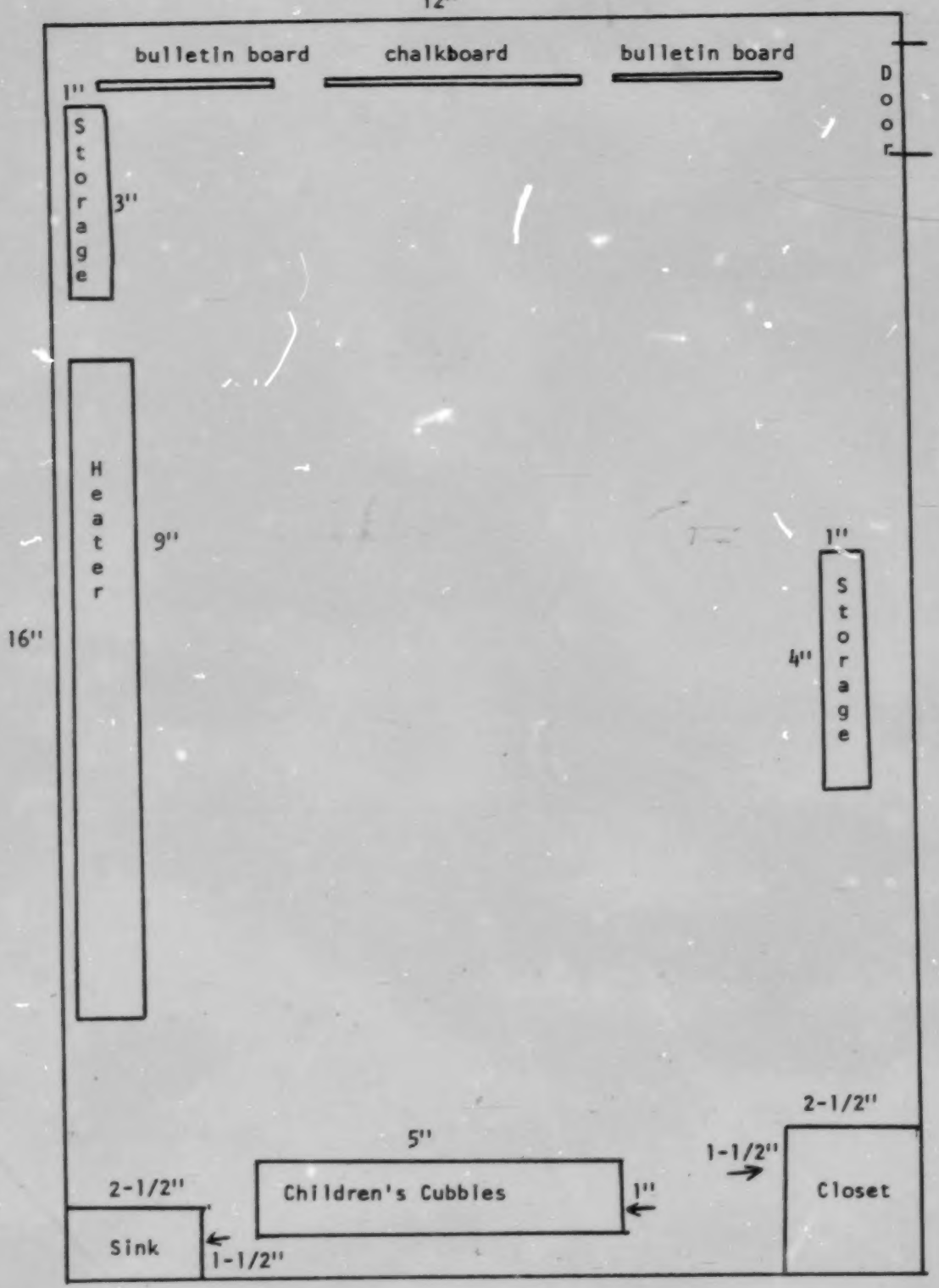
COMMENTS:

Note here that groups are spaced far enough apart to minimize distraction, each teacher has 10 children and the groups face away from one another. This is appropriate for a DARCEE classroom.

SCHEDULE FORM

Time	Activity
8:30	Beginning of day
9:30	Outdoor play begins
10:00	End of outdoor play
11:00	Lunch begins
11:30	Lunch ends
1:30	Children depart

Flannel Board Classroom



This flannel board may be made from a heavy piece of cardboard or masonite covered with felt. The pieces indicated above should be cut from felt of a contrasting color and glued in place as they represent "fixed" objects in the room. We used a gray background with blue fixtures. The colors, of course, are optional. The door, chalk and bulletin boards may be drawn in with a pen. The fixtures should also be labeled in pen so that trainees have as complete a picture as possible. Below is a list of moveable furniture, made from scraps of felt, which accompany the board.

For each board make:

*narrow strip to enclose housekeeping area. (green) 12" x 1/4"

*narrow strip to enclose large group area. (orange) 12" x 1/4"

*narrow strip to enclose block area. (yellow) 12" x 1/4"

20 small squares to represent students' chairs (green) 3/4" x 3/4"

3 small squares to represent teachers' chairs, one labelled LT, 2 labelled AT (green) 3/4" x 3/4"

4 rectangles to represent tables (red) 2" x 3"

1 rectangle to represent moveable bookshelves (blue) 2-1/2" x 3/4"

*Yarn could substitute for felt strips.

1st day of school

Name George Haye Age/Yrs. 5 Mos. 7 Sex M

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments: George had difficulty controlling his temper. Everything he saw he wanted and if he couldn't have it, he would get extremely upset.

1st day of school

Name Jan Green Age/Yrs. 5 Mos. 4-1/2 Sex F

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments:

Jan was anxious to do everything that was asked of her. She wanted to help the teacher with handing out materials.

1st day of school

Name Celeste Smith Age/Yrs. 5 Mos. 5 Sex F

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments:

Celested talked every chance she had. Toward the end of the day she became a little fussy with the children sitting on either side of her.

1st day of school

Name Kathy Scanlan Age/Yrs. 5 Mos. 8 Sex F

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments: Kathy was late to school. She didn't hesitate any when she came in. She acted as if she had done this before. There were times during the day when Kathy wanted to do something drifferent than the group, but the teacher easily brought her back to the group.

1st day of school

Name Sam Jones Age/Yrs. 5 Mos. 2 Sex M

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments:

Sam cried the entire morning. He had trouble understanding what was going on and appeared to be frightened by the teachers.

1st day of school

Name Ed Dewey Age/Yrs. 5 Mos. 4-1/2 Sex M

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments: Ed wet his pants, but this didn't seem to bother him. In fact, the teacher had difficulty convincing him to change into a clean pair of underpants. He seemed to enjoy school and beign with other children.

1st day of school

Name Jane Doe Age/Yrs. 5 Mos. 1 Sex F

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments:

Jane was quiet most of the day; however, she followed the teacher's directions and participated in all the activities.

1st day of school

Name Peter Ketsup Age/Yrs. 5 Mos. 4 Sex M

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments: Peter is a "live-wire!" He was in constant motion most of the day. At lunch he had trouble containing himself--he ate all of his lunch and attempted to eat the other children's lunch.

1st day of school

Name Mary Mack Age/Yrs. 5 Mos. 3 Sex F

Skills:	Low				High
1. Knows colors and shapes	___	___	___	___	___
2. Understands sizes and quantities	___	___	___	___	___
3. Can compare things	___	___	___	___	___
4. Can string beads	___	___	___	___	___
Attitudes & Social Behavior:					
1. Enjoys doing things for himself	___	___	___	___	___
2. Is cooperative with playmates	___	___	___	___	___
3. Persists with tasks he attempts	___	___	___	___	___
4. Follows teacher-set standards	___	___	___	___	___

Comments:

Mary is big for her age. She wanted to "mother" Sam while he was crying and to assure him that everything would be "O.K."

1st day of school

Name Duncan Pewitt Age/Yrs. 5 Mos. 6-1/2 Sex M

Skills:	Low				High
1. Knows colors and shapes	___	___	___	___	___
2. Understands sizes and quantities	___	___	___	___	___
3. Can compare things	___	___	___	___	___
4. Can string beads	___	___	___	___	___
Attitudes & Social Behavior:					
1. Enjoys doing things for himself	___	___	___	___	___
2. Is cooperative with playmates	___	___	___	___	___
3. Persists with tasks he attempts	___	___	___	___	___
4. Follows teacher-set standards	___	___	___	___	___

Comments:

Duncan wanted and tried to do everything that was expected of him.

3rd week of school

Name Mary Mack Age/Yrs. 5 Mos. 3 Sex F

Skills:	Low				High
1. Knows colors and shapes		✓			
2. Understands sizes and quantities		✓			
3. Can compare things	✓				
4. Can string beads		✓			
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					✓
2. Is cooperative with playmates					✓
3. Persists with tasks he attempts			✓		
4. Follows teacher-set standards				✓	

Comments:

Mary works hard at a task as long as she is succeeding, but will stop trying if she fails the first time.

3rd week of school

Name Peter Ketsup Age/Yrs. 5 Mos. 4 Sex M

Skills:	Low				High
1. Knows colors and shapes	✓				
2. Understands sizes and quantities	✓				
3. Can compare things	✓				
4. Can string beads			✓		
Attitudes & Social Behavior:					
1. Enjoys doing things for himself				✓	
2. Is cooperative with playmates		✓			
3. Persists with tasks he attempts	✓				
4. Follows teacher-set standards		✓			

Comments: Peter acts like he doesn't need help when he really does. He needs to be constantly motivated with praise.

3rd week of school

Name Jane Doe Age/Yrs. 5 Mos. 1 Sex F

Skills:	Low				High
1. Knows colors and shapes		✓			
2. Understands sizes and quantities		✓			
3. Can compare things		✓			
4. Can string beads			✓		
Attitudes & Social Behavior:					
1. Enjoys doing things for himself			✓		
2. Is cooperative with playmates				✓	
3. Persists with tasks he attempts				✓	
4. Follows teacher-set standards					✓

Comments:

Jane is shy, but has good work habits. She needs self-assurance.

3rd week of school

Name Ed Dewey Age/Yrs. 5 Mos. 4-1/2 Sex M

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					✓
2. Is cooperative with playmates					✓
3. Persists with tasks he attempts					✓
4. Follows teacher-set standards					✓

Comments:

Ed is mature acting for his age. The other children like him very much.

3rd week of school

Name Sam Jones Age/Yrs. 5 Mos. 2 Sex M

Skills:	Low				High
1. Knows colors and shapes	✓				
2. Understands sizes and quantities	✓				
3. Can compare things	✓				
4. Can string beads	✓				
Attitudes & Social Behavior:					
1. Enjoys doing things for himself		✓			
2. Is cooperative with playmates		✓	✓		
3. Persists with tasks he attempts		✓			
4. Follows teacher-set standards		✓			

Comments:

Sam is very demanding of the teacher's attention. He is slow to catch on to things.

3rd week of school

Name Kathy Scanlon Age/Yrs. 5 Mos. 8 Sex F

Skills:	Low				High
1. Knows colors and shapes					
2. Understands sizes and quantities					
3. Can compare things					
4. Can string beads					
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					
2. Is cooperative with playmates					
3. Persists with tasks he attempts					
4. Follows teacher-set standards					

Comments: Kathy insists on telling the other children what to do especially when she's the first one to finish a task.

3rd week of school

Name Jan Green Age/Yrs. 5 Mos. 4-1/2 Sex F

Skills:	Low				High
1. Knows colors and shapes				✓	
2. Understands sizes and quantities				✓	
3. Can compare things				✓	
4. Can string beads					✓
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					✓
2. Is cooperative with playmates					✓
3. Persists with tasks he attempts					✓
4. Follows teacher-set standards					✓

Comments:

Jan is very easily motivated and learns quickly.

3rd week of school

Name Celeste Smith Age/Yrs. 5 Mos. 5 Sex F

Skills:	Low				High
1. Knows colors and shapes			✓		
2. Understands sizes and quantities			✓		
3. Can compare things			✓		
4. Can string beads			✓		
Attitudes & Social Behavior:					
1. Enjoys doing things for himself			✓		
2. Is cooperative with playmates			✓		
3. Persists with tasks he attempts			✓		
4. Follows teacher-set standards			✓		

Comments:

Celeste sometimes irritates her neighbors. She is smart, but needs to be encouraged.

3rd week of school

Name Duncan Pewitt Age/Yrs. 5 Mos. 6-1/2 Sex M

Skills:	Low				High
1. Knows colors and shapes				✓	
2. Understands sizes and quantities				✓	
3. Can compare things				✓	
4. Can string beads					✓
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					✓
2. Is cooperative with playmates					✓
3. Persists with tasks he attempts					✓
4. Follows teacher-set standards					✓

Comments:

Duncan is very persistent and enjoys doing his tasks.

3rd week of school

Name George Haye Age/Yrs. 5 Mos. 7 Sex M

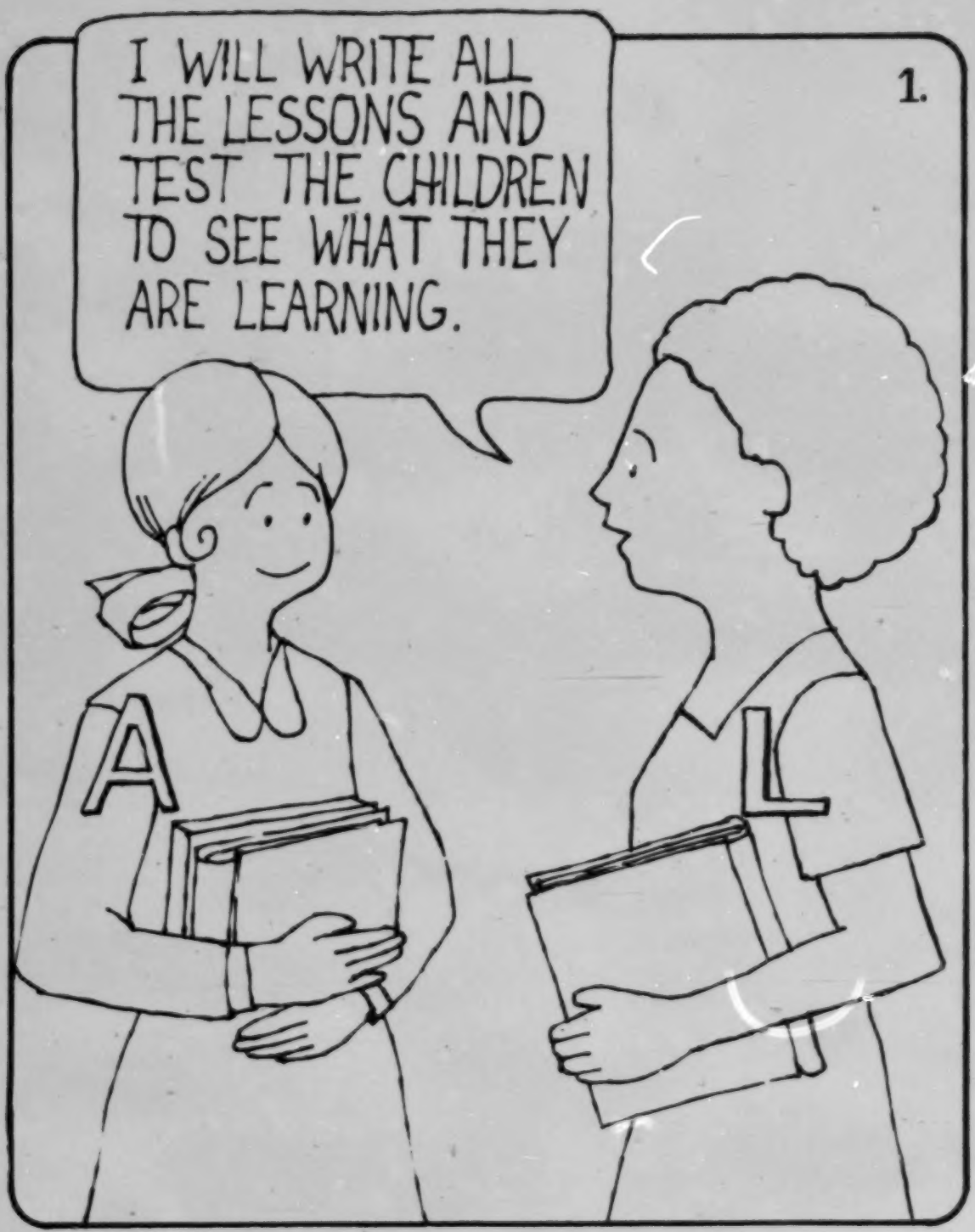
Skills:	Low				High
1. Knows colors and shapes			✓		
2. Understands sizes and quantities			✓		
3. Can compare things			✓		
4. Can string beads				✓	
Attitudes & Social Behavior:					
1. Enjoys doing things for himself					✓
2. Is cooperative with playmates			✓		
3. Persists with tasks he attempts			✓		
4. Follows teacher-set standards			✓		

Comments:

George has trouble being accepted by his peers. If he could control his temper better, he'd be a model student.

Lesson 3[1]

[1]The cartoons on the next three pages may be used to make transparencies or Xerox or Thermofax copies.


I WILL WRITE ALL THE LESSONS AND TEST THE CHILDREN TO SEE WHAT THEY ARE LEARNING.
1.
A
L

IT'S TIME TO CLEAN-UP.
2.
OK CHILDREN, LETS PUT OUR THINGS AWAY.

3.
L
A

Lesson 4

DAILY LESSON PLAN

Instructional Theme (Unit)_____

Teacher's Name_____ Group_____

Objectives: [Behind each cognitive objective indicate appropriate pages from A Sequenced Guide for Recording Children's Progress.]

Strategies:

Materials:

Skill and Attitude Development for Specific Children:

DARCEE Classroom _____

Block Plan for Week of _____ Unit _____

	Monday	Tuesday	Wednesday	Thursday	Friday
First Large Group					
First Small Group Second Small Group					
Structured Free Choice					
Second Large Group					

Lesson 5

Exercise A

Here are 3 situations in which the reaction of the teacher is negative. Read the description carefully and decide how these reactions violate DARCEE practices and how they could be handled more positively. Make brief notes in the spaces provided and be ready to support your position in a group discussion.

Negative situations:

1. John and Celeste want to work the same puzzle. It is free-choice time, and no teacher is present at the puzzle table, puzzles being the independent activity on this particular day. John pulls the puzzle away from Celeste, the pieces fall on the floor. Celeste slaps John and they both begin to cry loudly. Mrs. Brown, the Lead Teacher, ignores the squabble. Mrs. Green, the Assistant Teacher, yells from the housekeeping corner across the room, "John, you better stop that!"

2. Betty is a very bright little girl who always knows the answer to every question and constantly yells out her answers no matter who is asked the question. The teacher is using a study print showing a farm scene. "Now," she says, "Let's see if Jennifer can tell us what this is?" "Cow," yells out Betty. "Shut up, Betty," yells the teacher, "I didn't ask you!"

3. Timmy is a very young five-year-old. He is extremely dependent, and his mother seems to foster his dependence by doing everything for him. He cannot button his clothes or put on his shoes without help, and his table manners resemble those of a child who is just learning to feed himself. He eats with his hands, spills food, and stuffs his mouth so full he frequently gags himself. After a week of this, the teacher, seeing his mouth stuffed full, his face covered with food and the table and floor littered, takes his plate away saying angrily, "Timmy, until you learn to eat properly you can't have any more food at school! Just look at what a mess you've made! I'm ashamed of you. You are too big to act like that!"

_____

_____

_____

_____

_____

Exercise B

List of negative statements:

1. No, Peggy, you're not going to have that doll until Jean gets through playing with it!

2. Johnny, don't run in the classroom!

3. Stop banging that puzzle, Todd!

4. Ann, quit smearing that paste all over the table.

5. Don't yell so loud!

6. I'm not going to let you play outside if you don't finish that picture.

7. You better not run in that hall!

8. You're not listening to me. Hush up now, and listen to what I'm saying.

9. Quit chewing with your mouth open.

10. Don't kick the table with your feet!

Lesson 7

For each material on display have a 3 x 5 card like that below:

Material: Color Lotto

Objectives that may be attained through the material:

Color matching

Color recognition

Color identification

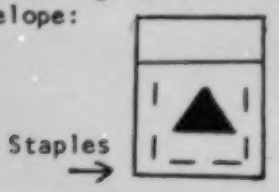
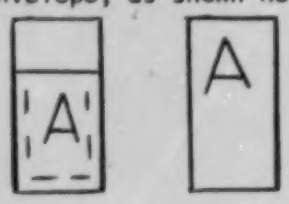
Below are listed materials that may be displayed and possible objectives that may be realized through use of the materials. ("Materials Manual" refers to the Materials Development and Use Manual.)

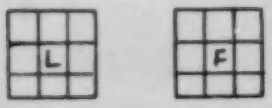
Materials	Objectives
1. Color Lotto (see Materials Manual).	Color matching Color recognition Color identification
2. Shape Lotto (see Materials Manual).	Shape matching Shape recognition Shape identification
3. Parquetry design cards (see Materials Manual.)	Whole-part-whole relationships Color matching and idenfitication Shape matching and identification Position concepts

Materials	Objectives
4. Parquetry pattern cards (see Materials Manual).	Color matching and identification Shape matching and identification Color patterning Shape patterning Color and shape patterning Position concepts Match and identify sets Left-to-right progression
5. Dot Lotto, Set 1 (see Materials Manual).	Quantity concepts Count up to 5, 10 Match, recognize, identify sets One-to-one correspondence Set-numeral association Color matching
6. Dot Lotto, Set 2 (see Materials Manual).	Quantity concepts Count up to 5, 10 Match, recognize, identify sets One-to-one correspondence Set-numeral association Color matching
7. Dot Lotto, Set 3 (see Materials Manual).	Quantity concepts Count up to 5, 10 Match, recognize, identify sets One-to-one correspondence Color matching
8. Cube pattern cards (see Materials Manual).	Match, recognize, and identify colors Extend patterns Position concepts Counting up to 5, 10 Match and identify sets
9. Cube-symbol cards (see Materials Manual).	Visual discrimination Match, recognize, identify colors Position concepts Associate objects to symbols representing them
10. Cube-symbol cards (Abstract) (see Material Manual).	Visual discrimination Match shapes Associate objects to symbols
11. Cube-symbol cards (Numeral) (see Materials Manual).	Visual discrimination Associate objects to numeral symbols

Materials	Objectives
12. Sound-a-like jars (see Materials Manual).	Auditory discrimination
13. Three Billy Goats Gruff Flannel Story (see Materials Manual).	Counting up to 5 Match sets One-to one correspondence Position concepts Size concepts Ordinal position concepts Concepts of "mean, old troll," "billy goats," "real vs. make believe" Auditory discrimination (voices of goats Association of voices to goats Vocal sequencing Role play-verbalization
14. Three Bears Flannel Story (see Materials Manual).	Color matching and identifying Size concepts Position concepts Counting to three Pitch and volume concepts Texture concepts Temperature concepts Association skills Sequencing skills Verbalization skills Dramatization
15. Three Pigs Flannel Story (see Materials Manual).	Counting Color matching and identifying Ordinal position concepts Concepts of straw, sticks, bricks Texture concepts Association skills Vocal sequencing Verbalization skills Dramatization
16. A Surprise for Mrs. Bunny Flannel Story (see Materials Manual).	Visual discrimination Color matching, identification One-to-one correspondence (bunnies with clothes and eggs) Counting

Materials	Objectives
16. A Surprise for Mrs. Bunny (continued)	Affective concepts Auditory discrimination (rhyming names) Sequencing skills Verbalization
17. Clown Flannel Character (see Materials Manual).	Color matching, recognition, identification Shape recognition Size concepts Number concepts Position concepts Verbalization
18. Flannel Face (see Materials Manual).	Whole-part-whole relationships Position concepts Number concepts Concept of head, eyes, nose, etc. Self-concept development
19. Ten Speckled Frogs Flannel Set (see Materials Manual).	Number-set identification Counting (1-10, 10-1) Visual discrimination Auditory discrimination Verbal Sequencing Concept of frog, speckled, log
20. Willie the Weatherboy and Sally the Weathergirl (see Materials Manual).	Color concepts Position concepts Number concepts Clothing concepts Weather concepts Season concepts Association skills (clothing with weather, clothing with activity, clothing with season) Verbalization Self-concept development Body concepts
21. Roulette Wheel (see Materials Manual).	Shape matching and identification Color matching and identification Numeral-set matching, identification Set union Rhyming, initial consonant sounds Associations (functional, temporal spacial)

Materials	Objectives
22. Shape, color, position mat (see Materials Manual).	Color matching, recognition Shape matching, recognition Position concepts Motor sequencing
23. Kangaroo cards (cards are stapled together to form an envelope:  On each envelope is a shape, color, letter, etc. There are other cards with corresponding shapes, colors, letters, that match with the envelopes and may be placed inside the envelope, as shown here:  	Shape matching and identification Color matching and identification
24. Flannel figures to go with the story of "Chicken Little."	Identification of farm birds Likeness and differences among birds Rhyming Size concepts Motor and verbal sequencing Position concepts Ordinal position concepts Concepts of wise and foolish
25. "Three Little Kittens" Flannel Story.	Visual discrimination Color matching and identification Size concepts One-to-one correspondence Sets Rhyming Association Skills

Materials	Objectives
25. "Three Little Kittens" (continued).	Verbal and motor sequencing Verbalization skills Dramatization
26. "Twelve O'Clock" game, a commercial game.	Set identification Numeral-set association Set union
27. Initial consonant lotto, (the boards look like this:  The teacher passes out boards, hold up pictures. Child takes picture if picture begins with sound of letter in middle of card.)	Associate letter with sound Discriminate initial consonant sounds
28. Puzzles.	Whole-part-whole relationships
29. Zipper, button, snap set.	Small motor coordination Eye-hand coordination
30. Design models to with commercially made rig-a-jig sets.	Whole-part-whole relationships Color concepts Shape concepts Make a design on top of a model, beside a model, without a model
31. Graduated shapes (commercial or home-made).	Shape match, recognition, identification Color match, recognition, identification Size match, recognition, identification Size concepts (larger, smaller) Place in order by increasing or decreasing size

Materials	Objectives
32. Felt snowman.	Color concepts Size concepts Shape concepts Number concepts Position concepts Affective concepts Verbalization concepts

Lesson 8 (Option 1)

ROLE PLAY CARD #1

Attitude to work on: Self-Esteem, Self-Control (follows teacher's standards)

Time of year in program: First day of school

Activity: Arrival and first small group

Additional information: The seven children assigned to your small group are arriving. You haven't met the children other than perhaps when they were registered for preschool.

ROLE PLAY CARD #2

Attitude to work on: Trust in others, interest in interacting with others, self-esteem, interest in school type activities

Time of year in program: Third day of school

Activity: First large group activity

Additional information: Since all children are involved in large group activity, you need to focus on all the children. By the third day, you have begun to note those children who can attend well who are eager to participate, who tend to be shy and withdrawn, and who need extra guidance to follow standards and take turns.

ROLE PLAY CARD #3

Attitude to work on: Self-esteem, self-control, awareness and respect for the needs of others

Time of year in program: Fourth day of school

Activity: Selected free choice activity (mail boxes, work benches, pounding benches)

Additional information: The materials themselves will determine how many children can participate; let's assume you have eight pounding benches, eight work benches, and eight mail boxes. You can only guess prior to the activity who will choose which activity.

ROLE PLAY CARD #4

Attitude to work on: Self-concept, self-esteem, trust in others, awareness and respect for the needs of others (sharing, taking turns)

Time of year in program: Approximately the third week

Activity: First small group activity

Additional information: You have had these seven children in your group since the second week of school. One child is extremely shy and relates very little to you or the other children. Two children are aggressive and tend to "set each other off." One child demands a great deal of attention by "little attention-getting" techniques.

ROLE PLAY CARD #5

Attitude to work on: Self-control (given the time of year some teacher supervision is required for the completion of tasks), persistence, achievement motivation (striving to learn something new)

Time of year in program: One week before Christmas vacation

Activity: First small group activity

Additional Information: There are seven children in the small group. Three children are highly motivated and eager to try new things. Two children are fairly motivated and eager to try new things. Two children are less motivated and react negatively to most tasks. The level of skill development is fair for all of the children.

ROLE PLAY CARD #6

Attitude to work on: Interest in interacting with others, self-control (given the time of year teacher proximity should not be required for control of behavior)

Time of year in program: Early spring (assuming the school year started in September)

Activity: Field trip for total group to Fire Department, Police station, and to a park for a picnic lunch.

Additional Information: Total group.

ROLE PLAY CARD #7

Attitude to work on: Self-control (ability to make constructive use of time when task is completed), independence (completing a task without teacher supervision), achievement motivation (refers to a striving toward internalized standard of excellence in an activity), delay of gratification, persistence

Time of year in program: Last week of May

Activity: First small group activity (Teacher phase-out; teacher sets up activity and removes herself from group)

Additional information: Seven children

ROLE PLAY CARD #8

Attitude to work on: Self-esteem (feeling good about one's self), self-control, independence (care of self and property), interest and ability in interacting with others

Time of year in program: You define time of year

Activity: Lunch time or snack time

Additional information: Seven children. You define your group of children.

Lesson 10A

Teacher Observed _____

OBSERVATION FORM[1]

What did you see?	Comments
(The questions simply suggest what you may look for.) 1. How was the activity introduced? (What standards were set? Was the Treasure Box used? How? Etc.) 2. What materials were used? How? (How did the teacher interact with the children? What kind of reinforcement was used? What were children doing? Etc.) 3. Was a buffer used? If so, under what conditions? 4. How was the activity brought to a conclusion?	(In this section there are many questions you could deal with--whether objectives were obvious, accomplished, and appropriate; whether the activity moved too fast or too slow; whether the materials were appropriate. Also, you could consider how the activity might be carried out differently next time and what would be a good follow up?)

[1]You may prefer another kind of observation form.

Lesson 10B

RAW MATERIALS NEEDED FOR MATERIALS DEVELOPMENT

	1 set[1]	16 sets	6 sets
Pegboard Sequences			
Pegboard Grids needed:			
Single Sheet Sequence	210	3,360	1,260
Design Booklets I	50	800	96
Design Booklets II	90	1,440	540
Construction Paper for covers I-II	40 sheets	640 sheets	240 sheets
Color Lotto			
6 boards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
54 cards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
Construction Paper needed: white, green, purple, blue, yellow, orange, brown, black, red (9" x 12")	2 sheets ea.	32 sheets ea.	12 sheets ea.
Shape Lotto			
Poster Board needed:			
6 boards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
36 cards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
Construction Paper needed:			
black (9" x 12")	12 sheets	192 sheets	72 sheets
Parquetry Design Cards			
Poster Board needed:			
9 boards per large poster board (24" x 36")	5 sheets	80 sheets	30 sheets

[1] "1 set" here is the same as one set in the Materials Development and Use Manual.

Parquetry Design Cards (continued)	1 set	16 sets	6 sets
Construction paper needed:			
red, yellow, green, purple, blue, orange (9" x 12")	2 sheets ea.	32 sheets ea.	12 sheets ea.
Parquetry Pattern Cards			
Poster board needed:			
9 cards per large poster board (24" x 36")	7 sheets	112 sheets	42 sheets
Construction paper needed:			
red, yellow, green, purple, blue, orange (9" x 12")	4 sheets ea.	64 sheets ea.	24 sheets ea.
Dot Lotto I			
Poster board needed:			
6 boards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
36 cards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
Dot Lotto III			
Poster board needed:			
6 boards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
36 cards per large poster board (24" x 36")	1 sheet	16 sheets	6 sheets
Dot Lotto II			
Poster board needed:			
6 boards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
36 cards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets

	1 set	16 sets	6 sets
Cube Pattern Cards			
Poster board needed:			
13 cards per large poster board (24" x 36")	4 sheets	64 sheets	24 sheets
Construction paper needed:			
red, blue, green, orange, purple, yellow (9" x 12")	4 sheets ea.	64 sheets ea.	24 sheets ea.
Cube Symbol Cards (shapes)			
Poster board needed:			
21 key cards per large poster board (24" x 36")	1/2 sheet	8 sheets	3 sheets
9 d. cards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
Cube Symbol Cards (abstract)			
Poster board needed:			
21 Key cards per large poster board (24" x 36")	1/2 sheet	8 sheets	3 sheets
9 d. cards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
Cube Symbol Cards (numerals)			
Poster board needed:			
21 Key cards per large poster board (24" x 36")	1/2 sheet	8 sheets	3 sheets
9 d. cards per large poster board (24" x 36")	2 sheets	32 sheets	12 sheets
Construction paper needed:			
red, blue, green, yellow, orange, purple (9" x 12")	5 sheets ea.	80 sheets ea.	30 sheets ea.

	1 set	16 sets	6 sets
Cube Symbol Cards (numerals) (continued)			
White poster board needed: (24" x 36")	38 sheets	608 sheets 600 sheets	228 sheets 225 sheets
Construction paper needed:			
red, blue, green, orange, yellow, purple (9" x 12")	21 sheets ea.	336 sheets ea.	126 sheets ea.
brown, white	6 sheets ea.	96 sheets ea.	36 sheets ea.
black	18 sheets	288 sheets	108 sheets
pink	4 sheets	64 sheets	24 sheets
Magic Markers Needed:			
red, blue, green, yellow, purple, black, brown	1 ea.	8 ea.	3 ea.
Felt Tip Pens needed:			
red, blue, green, yellow, orange, purple	1 ea.	1 ea.	1 ea.
black	1	4	3
Clear drying glue needed: (suggest Witt's)		2 qts.	1 qt.
Sound-A-Like Jars:			
Jars needed: (Dia.: 2-1/8; ht. 2-5/8)	12	192	72
Contact paper needed:			
red, blue	18" ea.	8 yd. ea.	3 yd. ea.

Three Bears Flannel

Felt colors needed:

Medium Brown	9" (1/4 yd.)
White	6" (1/6 yd.)
Yellow	6" (1/6 yd.)
Blue	6" (1/6 yd.)
Green	6" (1/6 yd.)
Black	6" (1/6 yd.)
Flesh	9" (1/4 yd.)
Orange	9" (1/4 yd.)

Three Pigs Flannel

Felt colors needed:	1 set	16 sets	6 sets
Tan	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Dark Brown	12" (1/3 yd.)	24" (2/3 yd.)	12" (1/3 yd.)
Yellow	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Red	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Black	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Green	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Blue	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Orange	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Medium Brown	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)

Clown Flannel

Medium Brown	12" (1/3 yd.)	36" (1 yd.)	12" (1/3 yd.)
Black	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Green	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Red	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Blue	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
White	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Yellow	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Purple	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Orange	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)

Willie/Sally

Felt colors needed:

Yellow	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Black	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)

Willie/Sally (continued)

Blue	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
White	6" (1/6 yd.	6" (1/6 yd.)	6" (1/6 yd.)
Flesh	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Green	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Red	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Orange	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Tan	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Purple	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Dark Blue	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Dark Brown	9" (1/4 yd.)	18" (1/s yd.)	9" (1/4 yd.)
Medium Brown	9" (1/4 yd.)	9" (1/4 yd.)	9" (1/4 yd.)

Flannel Face

Felt colors needed:

Flesh	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
Yellow	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Black	6" (1/6 yd.)	12" (1/3 yd.)	6" (1/6 yd.)
Tan	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
White	6" (1/6 yd.)	6" (1/6 yd.)	6" (1/6 yd.)
Red	3" (1/12 yd.)	3" (1/12 yd.)	3" (1/12 yd.)
Blue	3" (1/12 yd.)	3" (1/12 yd.)	3" (1/12 yd.)

Three Billy Goats Gruff

Felt colors needed:

Gray	9" (1/4 yd.)	18" (1/2 yd.)	12" (1/3 yd.)
Green	3" (1/12 yd.)	6" (1/6 yd.)	3" (1/12 yd.)
Red	3" (1/12 yd.)	6" (1/6 yd.)	3" (1/12 yd.)
Black	3" (1/12 yd.)	3" (1/12 yd.)	3" (1/12 yd.)
Orange	3" (1/12 yd.)	6" (1/6 yd.)	3" (1/12 yd.)
Blue	3" (1/12 yd.)	6" (1/6 yd.)	3" (1/12 yd.)

Ten Speckled Frogs Flannel

Felt colors needed:

Green	9" (1/4 yd.)	4 yds.	1-1/2 yds

A Surprise for Mrs. Bunny

Felt colors needed:

Medium Brown	9" (1/4 yd.)	2-3/4 yd.	18" (1/2 yd.)
Dark Brown	9" (1/4 yd.)	18" (1/2 yd.)	9" (1/4 yd.)
White	4" (1/9 yd.)	18" (1/2 yd.)	4" (1/9 yd.)
Orange	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Yellow	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Blue	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Red	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Green	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Black	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Purple	4" (1/9 yd.)	9" (1/4 yd.)	4" (1/9 yd.)
Tan	9" (1/4 yd.)	3 yds.	1 yd.

Flannel Needed:

Medium Brown	177" (5 yd.)	57" (1-2/3 yd.)
White	48" (1-1/3 yd.)	28" (7/9 yd.)
Yellow	63" (1-3/4 yd.)	37" (1 yd.)
Blue	54" (1-1/2 yd.)	28" (7/9 yd.)
Green	57" (1-2/3 yd.)	88" (2-1/2 yd.)
Black	54" (1-1/2 yd.)	37" (1 yd.)
Flesh	54" (1-1/2 yd.)	27" (3/4 yd.)
Orange	57" (1-2/3 yd.)	34" (1 yd.)
Tan	54" (1-1/2 yd.)	63" (1-3/4 yd.)
Dark Brown	60" (1-2/3 yd.)	30" (1 yd.)
Dark Blue	12" (1/3 yd.)	6" (1/6 yd.)
Red	54" (1-1/2 yd.)	31" (1 yd.)
Purple	24" (2/3 yd.)	16" (1/2 yd.)
Grey	18" (1/2 yd.)	12" (1/3 yd.)

Calculated on felt bought from 60" width bolts.

Lesson 11

QUESTIONNAIRE ON CHILDREN AND FAMILIES

The items below will be discussed during the meeting that deals with parent involvement. Answer them according to whether you consider them to be true or false. As you can imagine, different people will have different answers for the questions.

		True	False
1.	Little that we teach children today will be useful to them 20 years from now.	____	____
2.	The way a family lives is important in the way the child develops and learns.	____	____
3.	People who are permitted to live in more space have more chances of health and well being.	____	____
4.	The amount of money available has little to do with the way the members of the family act and what they value.	____	____
5.	Most mothers are aware that they are teachers of their children.	____	____
6.	Who a home visitor (or teacher) is should be considered instead of what he or she can do well.	____	____
7.	The home visitor (or teacher) should not get involved in a family's marital problems.	____	____
8.	The home visitor (or teacher) should try not to discuss personal incidents about home visits when possible with other staff members.	____	____
9.	You can't do much to change a mother's low self-esteem.	____	____
10.	When a home visitor (or teacher) has a strong personal opinion, she should make it known to the mother, regardless of the consequences.	____	____
11.	It is foolish for a mother to purchase a color TV when she really can't afford it.	____	____
12.	It is wrong to go into people's homes and tell them how to live.	____	____

13.	A mother knows what is best for her child.	____	____
14.	People are more alike than they are different.	____	____
15.	There is a place and a time for self-pity.	____	____
16.	A home visitor (or teacher) should not interfere when a mother spanks a child in her presence.	____	____
17.	A home visit should be scheduled at the mother's convenience.	____	____
18.	Working with parents is always a rewarding experience.	____	____

Ways of Involving Parents[1]

1. Informal get-together in afternoon
   a. Parents ask questions about program
   b. Program explained
   c. Refreshments served
   d. Materials displayed with explanation of skills that are developed with each.
2. Open house (same as above) or Visitation day
   a. Role play materials
3. Newsletters--to include:
   a. Brief explanation of program
   b. What children are learning at school
   c. How parents can help at home
   d. Announcements (birthdates, parties, field trip[volunteers needed])
   e. Specify names of parents who have contributed in some way
   f. Observation times
   g. Schedule of day
4. Meetings
   a. Persons from a community service agency to speak
   b. Make materials for classroom
5. Parent-Teacher Conferences--discussion of :
   a. child's progress
   b. goals for coming month(s)
   c. How specific problems are handled <u>at school</u>

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[1]You may or may not wish to duplicate and hand out this document.

6. Designated number of parents invited to lunch with children (teachers arrange through principal and cafeteria)
7. Classroom observation (try to have no more than three mothers in classroom at one time)
   a. Get feedback from parents who may have time and are willing to substitute teach in classroom
   b. Teachers plan experiences to gradually work parent into classroom--a sequence of experiences for the mother (or father) may look something like this:
      1. Sit in with a teacher to watch one small group
      2. Conduct snack
      3. Conduct a song or finger play at end of large group
      4. Conduct one small group alone
      5. Work with group all day
8. Encourage parents to form parent club
9. Notes sent along with things child makes at school
10. Parents invited on special holidays to participate in parties (Teachers could arrange for children to put on "program" for parents)
11. Mothers help put up bulletin boards
12. Fathers construct items like bookshelves and housekeeping equipment for the classroom
13. Chat with parents whenever possible (after school, encounters away from school, over phone, etc.)

APPENDIX C

OBSERVATION/FEEDBACK REPORT

OBSERVATION/FEEDBACK REPORT

Date: _____ City: _____
School: _____ Principal: _____
Staff: L.T. _____
A.T. _____ Trainer Submitting Report: _____
A.T. _____

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating)

	Not at all like DARCEE -2	Slightly like DARCEE -1	Mostly like DARCEE +1	Just like DARCEE +2	Not Rated
1. Physical Setting					
2. Schedule					
3. Grouping					
4. Roles and Responsibilities					
5. Teacher Preparation					
6. Skill Development					
7. Attitude Development					
8. Unit Approach					
9. Materials Use and Development					
10. Reinforcement and Behavior Management					
11. Parent Involvement					

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

What did the children seem to learn today?

Observation of Instructional Part of the Day

Below are sets of questions to help guide you as you observed a classroom. The questions below are by no means the only ones you might ask, nor is it suggested that you concentrate on all of those questions while observing. In other words, take whatever notes you feel would be most helpful to you.

What happened during breakfast?

[(a). Were standards set? If so, what were they?

(b). For what, if anything, did the teacher reinforce children?

(c). How did the teacher communicate with children? About what? Did the teacher use meal time for teaching anything? What? Etc.]

What happened during first large group?

[(a). What standards, if any, did the teacher set?

(b). What content was taught? In what sequence?

(c). How did the teacher "motivate" the children?

(d). To what extent did the teacher reinforce children? For what?

(e). To what extent did the assistant teacher help with the children? How?

(f). What, if anything, did children learn from the activity? Etc.]

What happened during first small group?

(Matters that may be dealt with here resemble those dealt with in the first large group. You may either try to keep an eye on all small groups or focus on a small group of one teacher during first small group and on a small group of another teacher during second small group.)

What happened during the second small groups?

How were transitions handled?

(Were standards set ahead of time? Were children reinforced appropriately? Did the children move to the next activity efficiently?)

What was offered and what happened during structured free choice?

[(a). What activities were provided: Did they offer variety?

(b). Did lead teacher clearly announce the options and set standards for each activity, as well as for the transitions to the various areas?

(c). Did the children seem to enjoy the activities? Were they developing new skills or improving old ones during structured free choice time?

(d). In what ways were the teachers involved?]

What happened during lunch?

(See suggested questions under "What happened during breakfast?)

Special Problems and Recommendations